THE TIMES
Higher Education
SUPPLEMENT

# University places to be increased by 12pc

by Judith Judd

University places are to be increased to between 300,000 and 310,000 by 1980, an increase of 12 per cent over the present total, Mrs Williams, the Secretary of State for Education and Science, said during her wide-ranging speech to the House of Commons last week.

This first public Government confirmation of university numbers for the 1980s has coincided with an indication from the Committee of Vice-Chancellors and Principals and the University Grants Committee that they would like to see the figure rest at little more than 300,000, coupled with further funds to cope with the extra students.

Mrs Williams told the House that the reductions in college of education places, which amounted to about one half of the 85,000 people in teacher training in 1975, had already been "made good" by the rest of higher education.

In the public sector higher education colleges there would be an increase of nearly 45 per cent in the number of places during the next five years and in the universities the figures were being increased from 270,000 at present to between 300,000 and 310,000.

The new figure, predicted in *The THES* last month, represents an 11,000 increase on the 289,000 which universities had previously reckoned would correspond with their provisional grant for 1980/81.

It also means that the universities will outstrip the public sector growth by 40,000 if the Government retains its target of 569,000 in higher education by 1980.

Some of the local authorities will be pleased to have their financial burden lightened in this way but others will want to fight for the parity in the two sectors which was envisaged in the White Paper *A Framework for Expansion*.

Universities, however, are confident that their arguments will be accepted since the cost of supplying the buildings for the increased student numbers will be much less in universities than it would be in the public sector.

It became clear last week that there will be more money for university building than had originally been supposed.

Individual universities have been asked to submit details of projects. Those for student residences are likely to be considered particularly favourably.



Lord Thomson of Monifieth was installed as chancellor of Heriot-Watt University on Saturday at a ceremony in Edinburgh.

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# Bristol plans to publish own books

Bristol University has launched a scheme to publish books from its own resources to beat the increasing costs of academic publishing.

The first book, *Geological Excursions in the Bristol District*, edited by Dr Robert Savage has just been produced and the university hopes that more books for which there is an academic need will follow.

The scheme is viewed as an indication of the self-help which universities are having to employ in the face of rising costs.

A spokesman for the university said: "We would consider this to be a useful way of using universities' own resources to free the academic curriculum from constraints which are purely economic and to save public money."

The venture began after the university had approached several academic publishers about the publication of Dr Savage's book which was composed because there was no usable handbook published for the geology of the region since 1912.

Though several publishers were interested, they wanted a guarantee against loss from the university, only some of which would be returnable.

This could have cost the university up to £2,000 and it was decided instead to print the book at the university with the help of the publications department.

The book is expected to sell in schools and colleges throughout the country since the Bristol area is of great geological importance and the university hopes at least to break even on the publishing costs.

The aim is to publish books in other subjects in which scholarly editions are going out of print and which are not on academic publishers' lists.

Another area of publishing in which universities might be able to help themselves is that of the scholarly monograph which always has a limited sale and Bristol hopes to help this field in view of the spiralling cost of academic publishing.

It does not see its venture developing into a university press which is commercially motivated but only as a means of satisfying academic needs by using its own resources.

*Geological Excursions in the Bristol District*, edited by Dr R. J. G. Savage, costs £2.95.

# AUT rejects MPs' allegation that spending has not been cu

by Sue Reid

The Association of University Teachers has now formally rejected the Public Accounts Committee's allegation that universities' spending has not declined during the last five years of economic recession in Britain.

In a confidential letter this week to the clerk to the PAC, Mr Laurie Sapper, AUT general secretary, has rebuked the committee for using "off the cuff" evidence about university expenditure in their ninth report published in September.

The PAC, chaired by Mr Edward du Cann, Conservative MP for Taunton, maintained: "It seems to us that in the country's present financial circumstances, grants which enabled the universities to maintain their expenditure per student at about the 1971-72 level in real terms cannot be regarded as having imposed an unfair burden on the university sector."

The AUT now says there has been a 6 per cent reduction in university unit costs during the period, a figure "quite at variance" with the conclusions of the committee.

Mr Sapper's letter adds: "I presume that, quite understandably, the statement was made on the basis of the University Grants Committee witness's evidence, which said in this respect that it was speaking from memory."

In an accompanying note, university costs during the five years the AUT points out the universities recurrent grant in 1971/72 and 1976/77 were respectively £254.4m and £[illegible]m income in 1971/72 was £[illegible]m has been estimated to be £[illegible]m 1976/77."

It adds: "The Brown Report which measures increases in universities' costs increased by 6 per cent between July 1971 and July 1977. The total university grant figure for 1976/77 can therefore be reduced to July 1971 prices for a comparison may be made on a constant price basis.

"The resulting unit cost index shows that there has been less than 6 per cent reduction in unit costs between 1971/72 and 1976/77 compared with the original quennial plan for a reduction of 6 per cent", the letter concludes, asks for the new facts to be put before the committee.

# Henley starts elite course

The Administrative Staff College at Henley will take its first step into undergraduate teaching next October, when the Brunel/Henley Special Engineering Programme starts.

The programme is one of the seven elite four-year engineering courses to be sponsored by the University Grants Committee as part of its initiative, announced last February, to provide an undergraduate education for the future captains of British industry.

The 25 students taken on to the programme each year will all be awarded generous scholarships, either by sponsoring companies or under the Government's industrial scholarships scheme, whose details still have not been announced.

They will undergo an intensive but broad-based four-year course of the "thin sandwich" type, with periods of practical experience in industry carefully integrated with university-based teaching. Professor Ray Wilson, the programme director, expects to be collaborating with 15 to 20 firms at any one time.

Henley Staff College, the oldest management school in Europe, will provide a large element of management education to blend in with engineering tuition by Brunel staff.

# Make membersh of student union compulsory—Ch

The Government has reiterated support for the principle of full-time students becoming compulsory members of students unions.

In a written answer to Mr Oakes, this week Mr Oakes, the Minister of State overseeing higher education, said that compulsory membership enabled the financing of recreational and welfare facilities to be "equitably shared by the whole of the student population."

His statement coincided with a new drive launched by the National Union of Students to persuade student unions in colleges of further education...

The NUS has published a 10-point charter of demands for students in further education colleges should make to form effective unions. The most important are for compulsory union membership to be extended from part-time students, and for payment by local authorities of reasonable union fees".

Students in further education generally receive smaller discretionary grants than the mandatory grants paid to students in higher technics and universities.

# NELP faces legal threat

The Central Council for Education and Training in Social Work was this week considering whether to initiate legal proceedings as a result of North East London Polytechnic's admission of a social work student alleged to have failed the polytechnic's normal selection procedures.

The council's decision to seek legal advice follows a letter to the polytechnic stating that the offer of a place on the social work course to Mr Suresh Vyas, a Newham education welfare officer, was "in contravention of the procedures agreed between the polytechnic and this council".

Mr Vyas was refused admission to the course earlier this year after he had been interviewed by a special panel, including CCETSW representatives. This provoked the three funding authorities, including Mr Vyas's employing borough of Newham, to order the course to be closed.

When the course was reopened as a result of a High Court action brought by the students' union, social work tutors at first refused to teach Mr Vyas. But they later withdrew their refusal as part of an arrangement under which Vyas would be allowed to start the course without coming up for direct contact with the six work tutors.

Mr Vyes's admission was opposed by the polytechnic's academic board two weeks ago in spite of opposition from members of the Council's social sciences faculty board, which is responsible for the Certificate of Qualification in Social Work course.

The special arrangement for teaching Mr Vyas without contact with the six tutors have held, however, been implemented because Mr Vyas has been absent from the course since the start of term. A spokesman for Newham said that he is "working normally with the borough's education welfare department" but a spokesman for the polytechnic warned that he could lose his place unless he presented himself for tuition.

The CCETSW, meanwhile, does not consider itself bound by the High Court's settlement, and hopes to take action ... A public statement by the council says that it intends to test the validity of the CQSW qualification.

# Lecturers to fight ILEA's South Bank decision

Polytechnic lecturers in London will fight a decision of the Inner London Education Authority to close the full-time general teacher-education course at South Bank Polytechnic.

The London Regional Executive of the National Association of Teachers in Further and Higher Education is seeking urgent meetings with the Department of Education and Science and the ILEA after the education committee decided on Tuesday that the course should close.

The NATFHE says that of all the cuts in teacher training announced in the last 12 months, this is the only one to be unambiguously initiated by a local authority.

The DES originally proposed to allow the general course at the South Bank to continue, but the ILEA felt that this would leave Avery Hill College and the Polytechnic of North London with too few places.

Officers of the authority said it would be extremely difficult for Avery Hill to offer a reasonable range of subjects and to keep open the Mile End Annexe.

Though they recognized the arguments against isolating the home economics course at the polytechnic from a general course, they justified this by the DES decision to exclude the general course at Shoreditch College in its proposed amalgamation with Brunel University.

Lecturers at the polytechnic, however, say that the two cases are wholly different and that, in any case, the principle that specialized courses should run alongside general ones is not proved wrong by one exception.

This week's education committee decision is subject to the agreement of the Secretary of State for Education but ILEA believes they will not be opposed.

● A document urging Mrs Williams, the Secretary of State for Education and Science, to commit local education authorities and voluntary bodies about possible educational uses for surplus college of education premises due to be submitted today to the Department of Education and Science by the National Union of Teachers, the National Association of Teachers in Further and Higher Education and the National Union of Students.

# SRC tells polys 'stick to applied research'

Continued from page 1

of basic facilities by the bodies responsible for funding, and a greater measure of autonomy for individual institutions to develop their own mechanisms for fostering research and determining priorities.

"More back-up staff such as technicians are needed. Also, the emphasis placed on research in the career progression of staff deserves more consideration."

Postgraduate training is inhibited, the report goes on, by the inordinate length and complexity of the present procedure for the approval of advanced courses, which involves the institution itself, the local education authority, DES, CNAA and SRC.

The committee recognizes that applied and fundamental research are difficult to distinguish at their boundaries. Therefore it has defined the research it wants to encourage as collaborative projects with industry, commerce and government.

The report can be obtained free from the SRC, State House, High Holborn, London WC1R 4TA.

# Applications from overseas up 200, UCCA says

The number of overseas students applying for university places next year has risen by 16 per cent, the latest figures released this week by the Universities Central Council for Admissions have revealed.

They show that, despite the high fee increases now levied on overseas students, applications from abroad stood at nearly 1,700 in mid-October, 200 higher than at the same time in 1976. This represents only 6 per cent of the number expected to apply ultimately because foreign candidates tend to apply later than home applicants.

The UCCA statistics show that there has been no increase in the number of women candidates. There has been a decline in the total of male applicants which last October stood at nearly 18,000, 200 more than at the same time this year.

Applications to courses in electrical, mechanical, general engineering and physics have risen by more than 12 per cent, a substantial increase over previous years according to the UCCA. But substantial decreases have been recorded in applications to courses in dentistry.

## NEXT WEEK

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Higher Education in Austria
Hugh Thomas reviews Four Men by Oscar Lewis
New books from university presses

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# Ministers stick to 10 per cent as dons march on Parliament

by Judith Judd

The Government is determined not to award university lecturers more than a 10 per cent pay rise despite their mass lobby this week in support of a claim of more than 30 per cent, which would bring a lecturer's minimum salary to £4,222 a year.

Ministers will stick to the 10 per cent norm, as with the firemen and other groups in the public sector. Though some rectification of lecturers' pay anomaly in stages is likely, this year's settlement will fall far short of their claim for increases of around 16 per cent from August 1 to cover the anomaly, and cost-of-living increases of about 16 per cent from October 1.

Mrs Williams, the Secretary of State for Education, told an AUT deputation on Wednesday evening that the university teachers' case was an anomaly that needed righting but any settlement must be within Government pay policy.

However, Mr Laurie Sapper, general secretary of the Association of University Teachers, told about 6,000 lecturers on Wednesday that the White Paper, in spite of what commentators made of it, clearly stated that the 10 per cent limit was not applicable to every settlement but was a target for the rise in national average earnings for the country as a whole.

The lecturers who attended the meeting had come from all over the country by special trains and buses for the meeting at Central Hall, Westminster, which was followed by a parliamentary lobby.

Mr Sapper said: "It is our contention that the Government should be prepared to be flexible and recognize what has been happening in the universities. We know that our undergraduate student numbers are up by 6.5 per cent and yet the number of full-time teaching staff has only increased by 0.7 per cent.

"Can you visualize the miners or the engineers being expected to take on a 6.5 per cent increase in their workload just like that without any talk of reward for the effort involved?" The figures have been produced as the result of an AUT survey of staff/student ratios at 75 per cent of universities.

Mr Sapper called for an end to the "ludicrous situation" where an assistant secretary in the civil service received a higher salary than a professor; where the head of a small college of education received more than some vice-chancellors; and where a university lecturer with a PhD and post-doctoral experience engaged in teaching and original research received nearly £1,000 a year less than a principal scientific officer.

He also mentioned "the frightening leap" in the number of young unemployed academics from 1,100 to 2,000 in about six months. This figure only included those registered and he estimated the true figure at about 4,000.

Lecturers could not stop the trains or turn the lights out but they were articulate and literate and should exploit these talents.

"The difficulty with us is that when there's difficulty, there's a tendency to turn up our coat collars, immerse ourself in our studies and our research and wait until it all blows over—but this is not good enough."

Many vice-chancellors and principals lent their support to this week's protest. Lord Boyle, vice-chancellor of Leeds University and chairman of the Committee of Vice-Chancellors and Principals, joined the lobby.



Mr Laurie Sapper, general secretary of the Association of University Teachers (left), Professor A. Pritchard, vice-president, and Dr C. F. Wells, president, delivering a letter outlining their union's pay claim to the Prime Minister before Wednesday's mass lobby.

# Grant aid formula favours cities local bodies say

by Peter David

County and metropolitan councils have been involved in a bitter altercation over the distribution of central government grant aid to local government in 1978-79, details of which are to be announced in today's rate support grant settlement.

In a series of unpublished documents submitted in recent months to the Consultative Council on Local Government Finance, the Association of County Councils has argued that the formula on which the grant distribution is based penalizes county councils unfairly and enables metropolitan authorities, particularly London, to provide a higher level of services.

One of the documents, dealing with London's expenditure and needs, claims to make a "formidable" case that the capital's expenditure on education is so far in excess of national averages that it cannot be accounted for only by the extra cost of providing services there, or by London's special needs. The document claims that the

continued on back page

# Sex discrimination test case on Oxbridge college jobs

A Cambridge law don is to bring a test case before an industrial tribunal to establish whether all-male Oxbridge colleges may deny jobs to women.

Mr Peter Wollington, a fellow of Trinity Hall, will take two Cambridge colleges before a tribunal alleging breach of the Sex Discrimination Act. The case concerns St John's College and Gonville and Caius College which recently advertised research fellowships. A woman postgraduate applied to both and was told she was ineligible because of her sex.

Mr Wallington said: "In the case of the St John's advertisement the word 'he' was used throughout. Caius said the post was open to men." He said there were conflicting views among lawyers about whether it was legal for colleges to act in this way. He believed it would benefit the colleges as much as anyone to have the issue clarified.

Whether or not Oxbridge colleges had a legal exemption the spirit of the law appeared clear to him. "That spirit does prevail in institutions other than Oxford and Cambridge."

Mr Wallington is a member of the executive of the National Council for Civil Liberties, which is officially sponsoring the case. He is also asking the Cambridge Association of University Teachers, of which he is secretary, to give its support.

Colleges can claim exemption from the Sex Discrimination Act on the grounds that their statutes precede the Act. It might be possible however, to establish that a job was not affected by section 51 of the Act, which allows this.

Another important issue which has to be determined is whether a fellow or research fellow is an employee and the college an employer. Though the Act says that it is unlawful in advertising a job to discriminate on grounds of sex, colleges may be able to use their statutes as a defence.

A spokesman for the Equal Opportunities Commission said that, though the commission had received many inquiries from colleges about their legal position, it was a very difficult problem.

# Port of entry test proposal to be dropped

by Sue Reid

Immigration officials will not now have the power to test the academic ability of incoming overseas students, according to a joint confidential circular released by the Department of Education and Science and the Home Office.

The new draft circular, distributed for comment last month, amends the controversial document on entry regulations prepared by the two departments in August, 1976. It curtails the originally proposed powers of immigration officials to test incoming students at the port of entry and states that colleges may be consulted "in cases of difficulty arising at ports".

Unlike last year's document, never distributed after strong protest, the new circular maintains that it is not the function of the immigration service to make an academic assessment of a candidate.

The circular, now under debate by government departments and bodies concerned with foreign students, adds: "If the immigration authorities have serious doubts about the academic credentials of a student arriving in this country they will normally call for an independent academic assessment before reaching a decision on entry."

This would come from the college or polytechnic concerned but "on occasions" it might be necessary to obtain the help of local assessors if convenient. However, the circular emphasizes that the final question of academic suitability would lie in the hands of the college.

In general the immigration service would regard a letter of acceptance from a university, maintained or direct grant college of further education, a full time institution assisted by a local education authority, or a college officially recognized as efficient, as "prima facie evidence of academic suitability".

The circular aims to offer new guidelines to local education authorities, polytechnics and colleges in the light of the 1971 Immigration Act which tightened up the entry and residence of fe lowers.

Last year's document provoked hostility to most over its proposed tightening up of entry clearance procedures, the immigration services' suggested power to test incoming students and expel them if they failed to reach the correct academic criteria, and its preference for students "officially recommended by their governments".

The Home Office and the DES now say that "entry clearance" can be "almost a guarantee of admission". But they add: "Where the entry certificate officer concludes that an applicant is not a bona fide student he will refuse an entry clearance and report the fact to the college."

This officer, based in a student's country of origin, would also consider the financial standing of the applicant and his family's arrangements for his support in Britain.

# MPs hinder London Bill's progress

Three MPs objected to the University of London Bill when it came up for a second reading in the House of Commons this week. The controversial Bill will now almost certainly go for a second reading debate.

Negotiations are continuing between the university and the Association of University Teachers which has put in a petition against it. They are about the number of lecturers who will sit on the Senate, how they will be allocated and community interests on the university court.

An AUT spokesman said: "I am

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# NUS accountability 'no threat to autonomy'

by Kasper de Graaf

Student unions must remember that they are publicly accountable for the way they spend their union funds, Sue Slipman, president of the National Union of Students, warned last weekend.

In the run-up to the annual conference of the NUS, due to take place in the first weekend of December, Ms Slipman raised the question of accountability. Speaking to the polytechnics' policy conference at Lanchester Polytechnic, Coventry, she reminded students that the public accounts committee "is committed to a review of income to unions on the basis of asserting a greater element of accountability over public finance".

This, she said, should not be seen as an attack on student union autonomy. "Our autnomny does not signify a total freedom: our student union constitutions are our contract with the public within which we are given the power to operate on the public's money".

She went on to emphasize the importance of playing a full part in grants policy. The arguments were complex and difficult, and students needed to win those arguments and build public support for their case.

"We must fight for decision-makers to come down on our side", Ms Slipman said, and in that context, raised the possibility of establishing a joint consultative body with the Council for National Academic Awards.

In a heated discussion about autonomy, Mr Andy Stronthous, the former student president at the North East London Polytechnic and a member of the minority socialist students' alliance grouping on the NUS executive, maintained that there should be no outside interference with how students spend their funds. But Mr Pete Ashby, NUS deputy president, emphasized that student unions were governed by the charity laws.

Thus, Mr Ashby said, while student-related expenditure was acceptable, union funds could not be spent on supporting industrial disputes. The implication of this view is that in future, students wishing to join the picket line at disputes such as Grunwick will have to pay for transport out of their own pockets.

Although the executive line on accountability was defeated at the weekend conference the polytechnic vote is not regarded as indicative of student feeling. The NUS executive is hopeful that its position will be carried at the forthcoming annual conference.

The conference is due to be addressed by Mrs Williams, the first time in 10 years that a NUS conference has been addressed by a Secretary of State.

# CNAA turns down former poly student's degree appeal

by Peter David

The Council for National Academic Awards has overruled a request by a polytechnic academic board that it should award a degree to a student who was, in the polytechnic's view, wrongly failed five years ago.

The student, Mr Stephen White, took his diploma in art and design at the Hornsey College of Art in 1972, shortly before it merged with Middlesex Polytechnic. While all six of the internal assessors agreed that he had passed, the external assessor failed him.

In 1974 the Middlesex Polytechnic Academic Board agreed that Mr White had been unjustly failed. An extensive inquiry headed by the polytechnic's deputy director, Dr Michael Edwards, found that there had been irregularities in the assessment procedure and that Mr White, a former president of the students' union, should have been awarded his degree.

The procedural dispute centres on the respective roles of the internal and the external assessors. But according to a letter from the CNAA last month, the examination regulations at Hornsey were not specific either about the role of the external assessors or who they should have been.

The polytechnic's inquiry team pointed out that the board of assessors had considered Mr White's case without documentation, a "surprising" move in view of the discrepancy between the high marks awarded by the internal assessors and the low assessment made by the external assessor.

The team, whose work was hampered by the unexplained disappearance of Hornsey's assessment records for the year of Mr White's examination, recommended that the CNAA should award a degree retrospectively under its "unresolved dispute" procedure.

But the CNAA letter challenges the polytechnic's view that there was an irresolvable dispute between the internal and external assessors. It says that the polytechnic could not "prove conclusively" that the correct procedures had been ignored.

The letter also rejects the academic board view that if the Hornsey assessment board had been properly constituted and the regulations correctly followed, Mr White would have passed his degree: "It would appear that there is no evidence to prove conclusively that had a different procedure been adopted the substantive result would necessarily have been different".

Mr John Wilkinson, the polytechnic's academic registrar, said that the CNAA's ruling was apparently based on the report sent to it by the polytechnic's inquiry team. The council's letter would not be debated by the academic board, but the polytechnic's academic co-ordination committee had resolved to give Mr White any help he would need if he took up a CNAA offer to repeat the final year of an appropriate degree course.

But Mr White, now a senior officer of the National and Local Government Officers' Association, said that it would be totally impracticable for him to repeat a final year.

He added: "Since the day I heard about my assessment five years ago I have fought for a proper inquiry. When the polytechnic eventually set one up it made exhaustive investigations and vindicated me. Now the CNAA appears to have rejected my case outright without conducting any investigations of its own. To offer me an opportunity to repeat a course which both the polytechnic and I believe I passed in 1972 is just derisory."

# Medical Bill is limited

The Medical Bill published in this session of Parliament is limited. It reconstitutes the General Medical Council but does not implement the educational proposals of the 1975 Merrison committee, which would give the GMC control over postgraduate medical training and allow it to take a more liberal view of undergraduate medical education.

Last July Mr David Ennals, the Secretary of State for Social Services, announced that the Government had accepted the committee's educational recommendations. However, he told the House of Commons recently that his department was still working on them and that consultative papers would be sent to interested parties soon.

This slow, piecemeal approach will disappoint the GMC and especially its education committee, which have been pressing the Government for swift action on all the Merrison proposals.

The new, reconstituted GMC will have a majority of members elected by the medical profession. Its educational functions are expected to be delegated to an education committee with a majority of members nominated by universities and the Royal Colleges.

# UK's industrial backwardness partly due to killing CATs

by Owen Surridge

Abandonment of the colleges of advanced technology was said to be a major cause of Britain's industrial backwardness and failure to compete in world markets at a conference arranged by the Institution of Mechanical Engineers in London last week.

Mr Ronald F. Marshall of the British Aircraft Corporation, told the conference: "The colleges of advanced technology were the right answer, both in form and in content, for our industrial needs. Moreover, they were seen to work. But they were never allowed to establish themselves. They were the solution to our problem and we threw the solution away."

There was now only one university of technology, at Loughborough; all the rest had been integrated with universities.

"We have gone away from the solution which could have provided us with the answers we need today", he said.

Mr Marshall was replying to a speech by Mr Leslie Huckfield, under-secretary at the Department of Industry and MP for Nuneaton, who complained that manufacturing industry was widely misunderstood and that the UK stock of engineers was inadequate.

Government attempts to reverse the decline in industry had so far failed. Yet without a lively manufacturing industry the government's social goals could not be achieved. "We want a lot more able people to work in industry. It is essential for young people to gain a better understanding of its importance."

Mr Huckfield said the advance of knowledge was now so fast that only four years elapsed before the new was out of date. He appealed for more continuing education schemes to keep practising engineers up to date.

His views aroused some opposition from the industrialists present, who complained that too many engineers refused to stay in the factories and preferred university life wherever opportunity offered, that too few academics who purported to cater for the training needs of industry ever made any real contact with it, and that the government placed over-much emphasis on research.

Mr W. Tippler of the Perkins Engine Company said: "What does get out of date is the collection of rules of thumb and old wives tales that gather round knowledge. With a sound knowledge of mathematics and physics we can progress."

Criticising the polytechnics for over-concentration on design rather than on practical matters, he said: "I wonder how many courses there are in what actually happens on the shop floor, and in man management, whose problems are very different from those of undergraduates."

Mr Brian Overy, technology registrar with the Council for National Academic Awards, said the CNAA was of an age when complacency was a danger and in a position where it could all too easily become concerned mainly with schemes that could produce pieces of paper.

It was concerned about quality, however: "The three year courses are beginning to be a problem, particularly their up-dating, but the undergraduate package can only be made better by making the courses longer or by putting in more resources. The courses are laying on the intellectual background but they cannot give breadth in the time available."

Welcoming signs of revival in part-time education, he said it now had nearly 7,000 students. What worried him was the difficulty of getting to grips with industrialists: "It is a great disappointment to me that so few are able to give as much as six, seven or eight days a year for the purpose."

# 'Run film register full-time'

by Patricia Santinelli

Work on the Slade Film History Register should be resumed on a permanent basis as soon as possible to meet research needs, a recent report of the working party on the SFHR has recommended.

The working party was set up to review the register's functions and future development, at the suggestion of the British Universities Film Council Ltd, who feared that the SFHR, which has no counterpart anywhere, might disappear.

Originally established in 1969 as a central registry of film material for historians and social scientists at the instigation of Thorold Dickinson, then professor of fine art at the Slade, the SFHR extended its services to scientists and technologists as well as television and film producers.

In 1975 the SSRC grant ended and through lack of funds its activities were much curtailed and BUFC which by then had acquired the register found it could only afford to run an enquiry service.

The working party believes that the original aim of the register should be upheld but suggests that coverage of television materials should be included and the register renamed the National Register of Film and Television Collections.

It recommends that the work of the renamed body should be overseen by a standing advisory committee, composed of academics, archivists, librarians, and representatives of commercial users of film and television documents. Estimated costs, including staff salaries, would be around £37,000.

The report indicates that the register should concentrate on recording the scope and major strengths of all film and television collections in Great Britain, including those in private hands. And as soon as relevant information has been accumulated, a directory of film and television collections should be produced.

In addition, the register should, wherever possible, collect copies of all published catalogues and duplicates of unpublished catalogues of film and videotape collections. It should also purchase new works of secondary literature in the field and acquire documentation relating to the production of archive material.

These holdings should be made available for consultation to any bona fide researcher subject to normal reference library restrictions.

# Community education body proposed

Hopes have been raised about forming a working party to co-operate national efforts in community education.

This was proposed at the last session of a seminar on community education at Goldsmiths' College, London, on Saturday. It was suggested that the working party could also act as a pressure group, urging both governments and local authorities to allocate more resources to community education.

It is likely a further conference will be held, with the possibility of seminars on a regional basis later.

The proposal for a working party came from Mr Bill Taylor, organising secretary of the British Association of Settlements, which sponsored the seminar in conjunction with Goldsmiths' College. In the year after the BAS launched its Right to Read campaign, the adult literacy scheme was created.

A theme paper suggested that practical developments to encourage the growth of community education services: by persuading individuals and groups to express their educational needs; to accept that learning should take responsibility for much of their own learning; and to maximize that learning would not necessarily be confined to institutions or normal hours.

The document also outlined ways in which the adult education service might embrace community education principles. These include the appointment of community education workers to provide training and to encourage participation and urging adult education institutions to widen their existing facilities to include community education.

Mr Colin Ball, of the Manpower Services Commission, described it as "hypermarket mentality" which has in the past surrounded community education.

"It is seen as something to be provided, then packaged, and set on display in the hypermarket, available to those who can get to it, buy it and consume it, and when neither intimidated nor addressed by its institutional ethos and practices."

In his paper Mr Sidney Hoe, Inner London Education Authority staff inspector for further education, pointed out that the cost of providing services for uncommitted adults was far greater than for the "captive" audiences attending institutions.

# SRC satellite stays in orbit

The Science Research Council's X-ray astronomy satellite Ariel V is to be kept in operation for another year. Launched in October 1974, Ariel V is the fifth scientific satellite in the collaborative space research programme between the United Kingdom and the United States but the first to be devoted to cosmic X-ray astronomy.

In the coming year Ariel V will extend its observations of selected sources, both galactic and extragalactic, to study time variations more systematically and also to exploit the high latitude data which has been collected by scientists at Leicester University.

# Royal Society appointments

Britain's need to create more opportunities for younger scientists with outstanding promise has been recognized by the Royal Society in two new appointments to research professorships.

Dr Richard Gardner, lecturer in developmental and reproduction in the department of zoology, University of Oxford, becomes Henry Dale research professor and Dr Alan Fersht of the Medical Research Council laboratory of molecular biology, Cambridge, becomes Wolfson research professor.

# $100,000 grant for Belfast

The Ford Foundation has given Queen's University, Belfast, a grant of $100,000 to support a multi-disciplinary, inter-university research programme in the social sciences. The programme will begin in 1978 and last three years.

The new award comes after a $250,000 grant received from the foundation for similar purposes in 1973. The money was used to support a variety of research projects relating to current social and economic problems in north and south Ireland. It has also funded fellowships for younger research workers to study in Britain and the United States.



Wolfson College, Cambridge, completed at a cost of £1.5m, was officially opened last week by Her Majesty the Queen and the Duke of Edinburgh in his capacity of Chancellor of the university and college Visitor.



# Buying power 'cut 4 per cent'

by Judith Judd

The purchasing power of universities' recurrent income is being reduced by nearly 4 per cent more than the Government has admitted, according to Professor Alwyn Williams, principal of Glasgow University.

In the latest edition of the university's newsletter, Professor Williams challenges the Secretary of State for Education's statement that the cut in recurrent income would amount to 2 per cent over two years.

He says: "Ignoring pay increases, our calculations show that the Government estimate of inflation for the university fiscal year starting last August 1 is 3 per cent too low."

This shortfall and the salary increments which have not been taken into account means that the purchasing power of recurrent income has been cut by 2.2 per cent, in addition to the 1 per cent cut admitted by the Government.

Even if price increases are covered by adjustments to future grants, increments will continue and will increase the cut in 1978-79 to 2.5 per cent. This, argues Professor Williams, will mean that the 1.4 per cent increase in purchasing power proposed by the Government for 1979-80 will be cancelled out.

In other words, there will be no real growth until 1980-81. Instead of representing a cut of two per cent over two years, the true cut is of 3.7 per cent over the same period.

In the circumstances, there is no alternative to continuing our economies and the only question remaining is: by how much do we have to trim recurrent commitments this year to be able to live within next year's income."

The university must defer desperately-needed schemes for refurbishing departmental accommodation until the amount needed from the recurrent grant for pay increases is known, he says.

"If the Government insists on our meeting the extra cost from our own resources, part or all of the undisclosed surplus of £370,000 will be required. Indeed, even if pay increases do more than approach Chancellor Healey's modest limit of 10 per cent, our budget for the present session will be immediately converted into a deficit account of about £130,000."

He finds ominous the reference by Mrs Williams to the difficulty of rectifying the anomaly with the financial resources at the universities' disposal. The reference was made in a letter to Sir Alexander Johnston, of the University Authorities Panel.

# Applications from overseas up by half

by Sue Reid

Overseas applications for university places next year are still rising rapidly, according to new figures released this week by the Universities Central Council on Admissions. By the beginning of this month applications from abroad had increased 45 per cent over last year.

The UCCA now says that the total number of home and overseas candidates may reach 159,000—5,000 more than last year, although this increase will not be distributed evenly among subjects.

There has been a 20 per cent increase in applications to civil, electrical, mechanical and general engineering courses which have risen by 12 per cent as a proportion of the total applications.

Mathematics, medicine, veterinary studies, chemistry and accountancy courses are also proving more popular than in October last year. Applications in these areas have risen by four per cent.

However, sociology candidates have declined both in numbers and as a proportion of the total applications. Applicants to geography, history, law, architecture and art courses have remained steady but, as a percentage of the total applying, have fallen by more than 8 per cent.

Home applications are up by 5 per cent from 46,282, last year to 48,607 this year. Overall there has been an increase in applications of more than 7 per cent compared with 1976.



A series of five sculptures named Aston Cross and made by John Maine were unveiled at Aston University last week. They are in the form of the Southern Cross.

# Scots divided over council to control tertiary sectors

The Committee of Principals and Directors of the Scottish central institutions has proposed a council for tertiary education to include the universities, central institutions, colleges of education, further education colleges, and adult education establishments.

They are, therefore, at odds with the Association of University Teachers in Scotland who finally agreed on Saturday to a council for higher education which would include only the universities and colleges of education and all institutions running degree or degree-equivalent courses. The single point of agreement is that their proposals should be implemented whether a Scottish assembly is established or not.

The central institutions suggest that "any attempt to restrict the functions of the new machinery to the field of higher education would inevitably lead to a continuation of the present unsatisfactory state of piecemeal planning and inadequate co-ordination."

A national body covering the whole of post-school education and eventually assuming executive powers was urgently required to stop the damaging educational and economic consequences which resulted from the present fragmented responsibilities for tertiary education in Scotland.

Initially, the committee says, the council should advise the Secretary of State on this size, shape and distribution of post-school education. In particular, on the distribution of courses and programmes of research, the allocation of resources, and manpower planning, for which sub-committees should be set up.

In the longer term, the committee envisages the council being given executive powers and operating in relation to tertiary education in much the same way as the University Grants Committee relates to the universities.

The CIS emphasizes that if the council is to operate effectively it must be relatively small, consisting of not more than 20 members. They should not be appointed by the very large number of organizations involved in tertiary education but should instead be nominated by the Secretary of State according to his judgment of the conditions which they would make as individuals. The chairman should be the Secretary of the Scottish Education Department, which should also provide the secretariat.

The council's sub-committees should advise the parent body on groups of the "cognate discipline areas" which would form substantial parts of the council's overall remit.

The AUT in Scotland, on the other hand, takes the view that the council should be concerned "with relationships between those institutions which are wholly or mainly involved in higher education and relationships between these institutions and other parts of the education system".

The AUT remains unclear about the precise composition and numbers in a council for higher education. Its meeting last Saturday in Perth altered the total membership, initially envisaged as under 30, to "not exceeding 40".

One aspect it is clear about is that the universities should have 10 representatives. The association also recommends that the council should have advisory functions only and that its secretariat should be drawn from the world of higher education, not the Civil Service.

The Supplementary Statement to the original devolution White Paper referred, somewhat ambiguously, to the desirability of setting up a "higher education council" in Scotland "to be a forum for the discussion of problems affecting the future development of all parts of the post-school system.—*TESS*.

# Dr Tolley urges national part-time study inquiry

by Simon Midgley

A call for a high level inquiry into the future of part-time education has been made by the Reverend Dr George Tolley, the principal of Sheffield City Polytechnic. It comes in his annual report for 1976-77 where he also studies student militancy and asks what role polytechnics should play in the 1980s.

"An inquiry would concern itself with objectives and teaching methods as well as seeking to establish the place of part-time education within higher education generally", he says.

Within his own institution part-time courses remain "an area of concern". Many are very expensive in staffing and other resources because of low numbers and a great deal of effort is necessary to sustain them.

"Nationally, we remain without a policy, apart from vague exhortations implying that part-time courses are a good thing."

Referring to a student occupation of Sheffield's education department offices earlier in the year in protest over tuition fee increases, he said that this method of action set a new and dangerous precedent.

"It is high time that elements in the students' union in this and other centres of higher education stopped thinking of themselves as a private army seeking intimidation and disruption, especially when such activities commonly affect those who support the students' claims."

Students should "justify by mature and reasoned action and leadership the considerable responsibilities and freedoms they have".

Looking forward to the 1980s, Dr Tolley asked what kind of distinctive, alternative form of higher education the polytechnics could offer to that provided by the universities.

That they should have been accused of aping the universities was not surprising, he said, since their big expansion had been in degree courses in which they were required to achieve the same standards.

Although Sheffield and polytechnics in general had achieved some successful innovations, they had not markedly opened up the market for higher education, established superior teaching standards, or made as much impact as might have been expected in research and postgraduate work.

"It would seem necessary, as we move into the 1980s, to explore much more assiduously than we have done alternative criteria for selection and admission of students, much more flexible arrangements for transfer between courses and different course arrangements that might attract a wider age group.

"In this exploration some way must surely be found of breaking through the two A level barrier, which stultifies so much thinking. Most of all, perhaps, we should give more careful consideration to positively discriminating in favour of those whose opportunities for entry into higher education have been inadequate."

# Oxbridge fears fee changes

Department of Education and Science plans to change the present fees system at Oxford and Cambridge would undermine the colleges' freedom and damage them educationally, according to the latest edition of the *Cambridge Review*.

In its anonymous leading article it warns against the proposals which seek fixed sums for fees Oxbridge colleges charge. At the moment there is no upper limit and a college need not ask itself where the money is coming from when it fixes the number of supervisions and tutorials. The fees are automatically paid by central and local authorities.

Discussions with the DES began after the Government announced that all university tuition fees should be paid automatically. No decision has yet been taken about whether Oxbridge college fees should also be paid automatically.

The *Review* sees the proposed tightening up as a threat to the colleges' independence and to the supervision and tutorial system which is the cornerstone of university teaching.

There is even a possibility, it says, remote but not out of sight, that undergraduates would have to meet a proportion of fees themselves.

It might then be necessary to reserve the value of scholarships and exhibitions to help able students to come to Cambridge. "We might even have to face a partial (and, one hopes, temporary) return to the previous sharp difference in intellectual standards between scholars and commoners and a change in the social composition of the university."

It is the *Review* says, much more important that the university continue to offer the sort of education it has done in the past than that this should be subordinated to some supposed social good.

If it were agreed that the colleges should be reimbursed only by a fixed amount for the education they provide, they would either start to cut back on teaching or subsidize it from their own resources. Thus the colleges' independence would be eroded in exactly the same way in which the university's has been.

The *Review* wants the colleges to make clear that the supervision is central to Cambridge education and that under no circumstances will it be abandoned. "Their duty is to provide the best possible education. Responsibility for the payment of fees lies elsewhere."

# Job equation 'not easy'

Britain should not expect to achieve a perfect balance between graduate supply and the demands of the job market, the principal of the University of Glasgow told graduating students last week.

Students, said Professor Alwyn Williams, were "after all" human beings who changed careers, fell ill and even failed examinations. "These and other unpredictable events, like the varying state of the national economy, are bound to affect the supply of both students and vacancies".

Citing the case of a foreign educationist who recently claimed that the professional needs of his country were exactly satisfied by the graduate output from its universities, he said that one could only assume that the number of degrees awarded was manipulated to match the number of jobs available.

In the last resort it was important to "uphold the student's right to pursue courses of his or her choice rather than vary academic standards according to the availability of jobs.

# Closer industrial links proposed

Universities must share the responsibility for Britain's failure to exploit fully the industrial development potential of fundamental research, the vice-chancellor of Heriot-Watt University said in Aberdeenshire last week.

Professor George Burnett, principal speaker at the Rowett Research Institute's founders' day dinner, said that universities had not done enough to promote contacts with industry.

He suggested that one remedy would be a greater measure of staff interchange between universities and industrial concerns. "The gap is, in my judgment, in the second—development—phase of research, and with that gap the evolutionary chain is broken between research and its exploitation by manufacturing industry."

There had been inadequate development funds in this area and too few attempts to develop links with industry, he said.

# V-c to retire

Professor L. C. B. Gower, vice-chancellor of Southampton University will retire on September 30, 1979, it was announced this week.

# RESEARCH

## Black and white choice not so easy

by Clive Cookson
science correspondent

The simplest and most effective method of disguising a European face is to put on a wig, as criminals know well. For Africans, however, it is not so simple.

Studies at Aberdeen University psychology department have shown that hair is much the most important feature Europeans use to identify faces. No single aspect of the African face is so dominant.

Three lecturers from the department, Dr H. D. Ellis, Dr G. M. Davies and Mr J. W. Shepherd, told the recent British Association meeting at Aston how they were trying to discover what is meant by similarity among faces and what features people attend to when looking at them.

First they asked 40 subjects to look at various faces and write a description of each. The responses showed that more attention is paid to upper than lower face features.

Hair was mentioned 1,100 times, followed by eyes (600). Eyebrows scored 420 mentions, 38 on the "lower face" the nose rated 520, and the mouth 480, but chin, 380, ears, 200, and cheeks, 50, were less significant.

Descriptions of white and black faces by African subjects showed a completely different pattern. Hair and eyes were rarely mentioned and the emphasis was shifted more towards the lower face. "Thus it seems we learn to attend to the features which are useful cues for discriminating among the faces we normally encounter."

The Aberdeen team also analysed, by means of the mathematical technique of multidimensional scaling, groups of faces classified as physically similar by the subjects. They found that the most important features used to judge similarity were length and style of hair, general shape of the face and its apparent age.

"Studies of this kind may give us an indication of the features which should be taken into account in selecting people as stand-ins for identity parades. They may also provide some clues for the development of police photographic record systems", they say.

In another test of racial differences, the psychologists carried out an experiment in Scotland and Rhodesia using white and black subjects, who were shown sets of white and black faces and asked to identify them from other faces.

European subjects were superior at recognizing white faces, while for Africans the position was reversed. But although the recognition scores of Africans for European faces and Europeans for African faces were very similar, Europeans were considerably better at recognizing their fellow Europeans than Africans were at identifying other Africans.

"The implication of these results for criminal detection in any society composed of heterogeneous races is quite clear. Although our experiment involved subjects from quite distinct cultures, similar results have been obtained in the USA which underline the difficulties people of one race have in reliably recognizing members of another, even when the opportunity for experiencing such faces is quite good", the lecturers said.

They also carried out experiments to discover how recognition varies with the length of time a subject views a face and the period that elapses before he is required to identify it. The results indicated that the former is the critical factor.

Recognition scores improved dramatically as the viewing time increased from a quarter of a second to four seconds. But, curiously, faces that had been studied for a given period were identified as successfully three or four weeks later as after a minute. Performance does begin to deteriorate when the interval exceeds a month or so.

## Noise may be used to fight noise

by Judith Judd

Means of reducing the noise heard by crew in high-performance aircraft have been devised by researchers at Southampton University. The researchers' discoveries mean that aircrew and people who work in other noisy places may be able to protect themselves from noise by wearing ear-defenders.

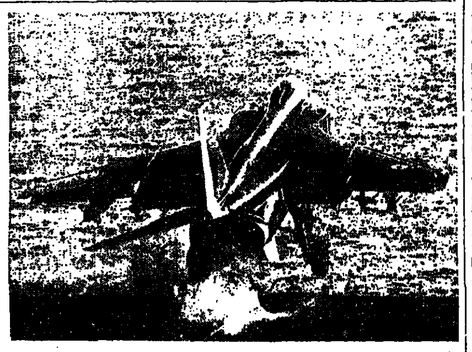
The principle underlying the research is to create a second source of sound exactly like the offending noise but out of phase with it. The two sound waves then collide and cancel each other out.

Two industrial consultancy groups in the university's department of electronics and the Institute of Sound and Vibration research have worked together to develop the system, which is based on this "anti-sound" principle.

The "active noise reduction" system has been produced under contract to the Ministry of Defence and works by incorporating a miniature microphone in the pilot's head-set. It feeds back a signal to his communications telephone which then generates the sound wave which cancels the noise.

Without reducing the effectiveness of the communications signal, the system reduces the intensity of noise by 20 times beyond that achieved by the headset itself. It is especially effective at lower frequencies where conventional equipment offers least protection.

The system has already been tested extensively in the laboratory at noise levels of up to 120 decibels and is now being tested in flight by the Royal Aircraft Establishment Farnborough.



Roar of the Jaguar could be muted.

Its application is not confined to aircraft noise. It is also expected to be useful in industry where communications between people in a noisy environment and where conventional means of cutting down noise are not sufficient.

The development programme has been led by Dr A. P. Dorey, of the department of electronics and Mr P. D. Wheeler, of the Wolfson Unit for Noise and Vibration Control.

## Sea-bed houses to process oil

The building of sea-bed houses to process oil and gas before it is piped ashore will be one major project of the newly-established North-Western Universities Consortium.

The consortium, which includes the universities of Manchester, Liverpool, Salford and the University of Manchester Institute of Science and Technology, has been set up under the chairmanship of Professor Donald McDowell, professor of civil engineering at Manchester, with support from the Science Research Council.

The consortium has already begun a number of research programmes in marine technology, such as those on the behaviour of waves on sloping, porous beds; sea-bed foundation problems related to the construction of fixed and floating rigs and the detection of fatigue damage.

While it gives high priority to mineral extraction, a broad-based programme of research is also planned.

## Jobs widen work on Tay

Ten new posts are being created to widen the work of a team from Dundee University conducting research on the Tay Estuary.

The research is aimed at providing information for predictions of tidal currents and estimates of dispersal patterns of potential pollutants, to enable an effective programme of environmental protection to be carried out.

Under its job creation programme, the Manpower Services Commission is providing the 10 posts for a water measurement project. They are for a year and will employ four science graduates, one joinery technician, one secretary and four school leavers.

The project will form part of the work being conducted by the university's Tay Estuary Research Centre, under the direction of Dr John McManus of the department of geology.

Participants will be engaged on obtaining measurements from eight sites located along and across the Tay Estuary. Data will be recorded at fortnightly or shorter intervals.

Current speed and direction, salt content, water temperature and composition will be measured. Using proven techniques and equipment, profiles from the river bed to the water surface will be taken each half hour during whole tidal cycles.

Research centre boats will be used and the investigators will spend up to 14 hours on the water at any one time. They will be trained in instrument handling and maintenance and will participate in analysis of results.

Samples will require two to four days of laboratory study, involving filtration, simple chemical testing, plankton separation, identification and counting.

The research is likely to have a far wider significance than the purely local context. The project will provide information on estuarial environments, and the special problems of water pollution, which could be obtained in no other way.

Because of the labour-intensive nature of the work and the resulting high costs, it could not be financed by the research councils or river purification boards.

## Majority of students 'not anti-Zionist'

by Peter David

The spate of anti-Zionist resolutions passed recently by students' unions does not reflect the views of most, according to research carried out in May and June by a politics student at Brunel university.

Mr Rafael Salsanik, chairman of the university's Jewish society, carried out the project as part of his BSc science course. In interviews with over 200 students at Enfield and North East London polytechnics, he found that nearly three-quarters of those surveyed either "did not know" which party was the major stumbling-block in the search for Middle East peace, or placed the blame equally on the two sides.

More significant, in view of the forthcoming National Union of Students debate on barring Zionist societies, more than three quarters of those interviewed—77.5 per cent—were opposed to banning either pro-Zionist or pro-Arab speakers. A further 14 per cent had no view, and only 8.5 per cent asked that supporters of one side or the other should be denied a platform. Of those, however, three times as many would ban pro-Israeli speakers only as would ban pro-Arab speakers only.

The survey also tackled one of the key issues in the student debate over Zionism—the extent to which Zionism and Judaism are regarded as separate issues: 66.5 per cent "did not know", 20 per cent regarded the two issues as separate and 13.5 per cent believed they were not separate.

But among respondents who described themselves as "very" or "quite" interested in the Middle East, the proportion linking Zionism and Judaism was significantly higher—30.4 per cent. When the "very interested" students were taken alone, as many as 36.8 per cent believed that Judaism and Zionism are not separate issues.

Mr Salsanik comments: "It would suggest that the greater the interest of the students in the issue, the more they consider Zionism and Judaism to be inseparable (a position held by most Jews and many supporters of Zionism).

"Taking these figures in conjunction with the results of the previous questions—which suggested that the more interest shown the greater the possibility of students being pro-Israel—might possibly indicate that the claim of those opposed to Zionism, that they do differentiate between Zionism and Judaism and are therefore not anti-semitic, is not in fact necessarily true and does raise the worrying spectre of anti-Zionism becoming a 'respectable' front for anti-semitism."

The survey concludes: "Students generally are interested in foreign affairs questions, and want to discuss these issues in a setting of free speech for all parties, in the democratic tradition. This is also true of the specific issue of the Middle East except that the high degree of interest is tempered by a seemingly low level of knowledge about the issue as shown by the high number of 'don't knows'."

The anti-Israel resolutions passed in some students' unions are being introduced, adds Mr Salsanik, by a "group who are unrepresentative of the majority".

## Shop stewards' role examined

by Maggie Richards

The role and functions of the trades union shop steward are to be examined by Professor Bernard Jennings of the department of adult education at Hull University. He has been awarded a research grant of £12,000 by Reckitt and Coleman Limited (Charities Aid Foundation) for an industrial relations project.

The aim will be to discover the factors which prompt workers to take office as shop stewards and to retain the position, and their reasons for abandoning the role.

The project will also examine the effectiveness of the shop steward and the extent to which this is related to internal plant factors and the external general economic and political environment.

Opinions of management and union representatives will be sought on factors which help the shop steward to do an effective job.

The project will also examine the influence of training on the ability to fulfill the function, and its effect on the rate of turnover.

A research assistant has been appointed to serve for a year on the project, but this may be extended to two or three years.

## Panel will study Windscale inquiry

The proceedings of the recent public inquiry into the nuclear waste reprocessing plant at Windscale are to be studied in detail as part of a programme commissioned by the new energy panel of the Social Science Research Council.

A contract of £8,000 for 12 months for the study has been awarded to Professor D. W. Pearce, from the department of political economy at Aberdeen University. The primary aim will not be the substantive questions at issue at Windscale, but the conduct of public discussions of energy matters and industrial development in general.

## Focus on keeping students' attention

by Patricia Santinelli

Modern language teachers at better at attracting and keeping their students' attention, while English teachers are particularly good at thinking and producing thought-provoking questions.

This is one of the findings of research and experiments in microteaching carried out among student teachers in modern languages, science, maths, English and history at Stirling University, described in a recently published book *Investigations of Microteaching*.

The research, funded by the Leverhulme Trust and the university at a cost of £35,000, took place between 1969-1975. The use of microteaching methods involved videotaping 500 student teachers while undergoing teaching practice. Their performance was then reviewed by the students in conjunction with their tutors.

The project was conceived within a framework of curriculum development, with investigations being conducted in response to practical problems encountered, to questions, possibilities and to questions which resulted both from research findings and from participation in the use of microteaching.

Mr Donald McIntyre, of the education department, one of the editors of the book, said although a minority of students had found microteaching frightening, the majority had found it satisfying and rewarding. In addition teachers in the schools where students were for practicals had said they were far more thoughtful and critical about their teaching.

"We also became far more realistic and critical about our teaching" Mr McIntyre said. "We realized that we should be far more concerned about the way students think and develop their teaching." *Investigations of Microteaching*, edited by Donald McIntyre, Gordon MacLeod and Roy Griffiths, Croom Helm, £8.95.






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## University lecturers fight higher retirement age

University teachers are fighting a rearguard action to prevent Congress making them a special exception in a Bill raising the mandatory retirement age from 65 to 70. And the signs are that they will succeed.

The House of Representatives passed a Bill some time ago forbidding employers to force employees to retire automatically at the age of 65. This worried university authorities, who said that if all senior professors were allowed to continue in their jobs until they were 70, university salary costs would rise steeply, the number of academic vacancies would fall, and "a whole generation of scholars will be lost".

The American Council on Education therefore mounted a campaign to persuade the Senate to make a special exception for university teachers when the Bill was presented to the Senate. The Senate agreed that universities could continue to insist on retirement at 65—but the Senate representatives at the joint conference of both Houses to reconcile the two Bills do not seem to be insisting on keeping this exception in the final Bill.

The question is of considerable importance to universities, and has become a very sensitive issue. The American Association of University Professors strongly supports the right of older teachers to continue working until they are 70, and sent a telegram to the House of Representatives declaring that a distinction in a federal law forcing the retirement of a tenured scholar five years before that of any other competent person was "profoundly repugnant".

But universities take an opposite view, and look with alarm on the probable outcome. Dr John Kemeny, President of Dartmouth College, write to the *New York Times* recently saying that if the retirement age was extended, the unemployment rate for PhDs would "skyrocket". Even more unfair, he said, would be the impact of the law on current non-tenured teachers.

"If, suddenly, senior faculty members whose imminent retirement we count on to provide slots for our best assistant professors should decide to continue to teach for an additional five years, tenure opportunities for the young would be reduced to an almost negligible level".

Dr Kemeny said if the Senate provision was rejected, a few thousand senior teachers who have already had three to four decades of a highly satisfying professional life" would enjoy a few years extra teaching. In exchange, an equal number of promising young faculty members would be permanently driven out of the profession. He thought this a poor exchange.

Dr Kemeny also argued that postponing retirement would cripple other plans. White males predominated among the senior tenure ranks, and the effect of keeping them on would be to deny opportunity to a large number of minority members and women.

Meanwhile a new national survey shows that if Congress does raise the mandatory retirement age, a significant number of college and university teachers would revise their retirement plans. But of those now aged 55 to 62, it is the teachers of the highest scholarly standing and performance who most want late retirement.

The survey, published in the *Chronicle of Higher Education* last week, was conducted by Professors Carl Ladd and David Palmer of the University of Connecticut, and Professor Seymour Martin Lipset of Stanford University.

It is emphatically not the "dead-wood" who wish to retire late, they say. Whether measured by total publications, recent publications, commitment to teaching vis-a-vis research, research funding, or academic stature of their institution, "we find an exceptionally strong association between a vigorous research commitment and a commitment to late retirement".

Among teachers aged 55 to 62 in America's top universities, 36 per cent plan to retire at the age of 67 or later. This compares with only 9 per cent wanting to work that long at the lowest tier institutions.

While legislation to raise or get rid of mandatory retirement age would probably have a "substantial" impact, the three professors found that "large numbers of faculty indicate at least a tentative attraction to early retirement incentives".

Two-thirds of all academics, for example, would consider retiring earlier than previously planned if they were assured pension benefits equal to those at mandatory retirement age.

Almost half said they would consider retiring earlier if assured part-time employment with a proportionate decrease in salary—a half-time job at half pay, for example. Among those originally planning retirement at 64 or older, about 40 per cent said they would retire seven years earlier or more with assured part-time employment. Most teachers view retirement positively, the study showed. Four out of five see it as "an enjoyable period of life".

As retirement becomes more imminent, plans shift markedly, the survey notes. Only 13 per cent of those now aged 59 or 54 plan to retire at 67 or later. But this rises to 18 per cent in the 55 to 59-year-old group, and jumps to 30 per cent of those aged 60 to 64.

## $7.2m for women's rights

The Office of Education is to spend $7.2m under the Women's Educational Equity Act for model programmes to help remove sex discrimination in education.

The 83 grants and five contracts cover a broad range of projects to help women and girls from pre-school to college and beyond. They include women of all ages and grounds in prisons, rural areas and cities.

The money will go to institutions of higher education, state and local education agencies, parent and community groups and individuals. The aim is to train teachers, guidance counsellors, parents and students, and produce education materials for career, vocational and physical education, and education administration projects.

The five contracts are to conduct national and regional workshops and to provide technical assistance and materials for enforcing title—the section of the civil rights Act which prohibits discrimination on the basis of sex. The contracts will also support various projects run by the Women's Educational Equity Act, run an information centre on them and provide technical assistance for the organizers.

## Dilemma of brilliant doctor with bedside manner problem

For the second time in a month the United States Supreme Court has been asked to rule on the sensitive issue of who should have the chance to attend medical school the gateway to America's professional elite.

Last month the court dealt in the landmark Bakke case with the question of admissions. This month the issue is rather different but no less significant—can a student be ejected from medical school because he or she does not conform to the popular image of a doctor?

Claire Horowitz was a New York Jewish student with a brilliant academic record who was expelled from the University of Missouri at Kansas because the university decided she would not make a suitable doctor, and a few weeks before she would have completed her course she was asked to leave.

Miss Horowitz says she is the victim of discrimination on the basis of sex, religion, geographic origin, physical appearance and personality.

She claims that the university violated the Fourteenth Amendment to the Constitution, which forbids the deprivation of "life, liberty or property without due process of law". Her case has been vigorously supported by women's movements around the country, who testified to the court on her behalf.

Officials of the medical school deny all charges of bias, but in a lower court Miss Horowitz won her case. The school appealed, believing the decision an infringement of the right of academic institutions to judge the qualifications of students. There is concern that a Supreme Court decision against the school could set in motion demands by students throughout the country who feel aggrieved, and thus diminish the authority of graduate schools.

There is no question that Miss Horowitz was bright. She was older than most students when she applied to Missouri, and already had a bachelor's degree from Barnard College and a master's in psychology from Columbia University. At the end of her first year her tutor said she had the best past record in the school, and her examination scores were among the highest.

But there is also no question that she did not have the expected bedside manner. Court papers have described her as "unkempt, unattractive and overweight". Even before she entered the University of Missouri, the admissions officer noted that her personal appearance was against her, she had a slight speech impediment, and "I don't believe she fits our programme".

Her first two years at the university were fraught with charges and countercharges. The medical school said she lacked rapport with patients, and did not attend to personal hygiene.

At the end of her first year her tutor wrote to the chairman of the council on evaluation: "By good or bad fortune [she] is a New York Jewess and perhaps her hypercriticality and tendency to complain can be attributed to her heritage. Her personal habits may leave something to be desired by most people. She also has the added burden of being a female with an IQ accomplishment thus far in her career superior to most males who are her superiors by position."

Her tutor recommended that she be advanced to the sixth-year level of study. But less than a month later she was advised by the dean that she had been placed on probation. And in December 1972 the committee on evaluation decided not to grant her a degree in the summer unless they found improvement. She was allowed to defend herself before a tribunal of physicians who did not know her, but was nevertheless expelled.

She has since been unable to get a proper job, being told she was either overqualified or unsuitable. She claims that the emotional stress of her long legal fight—not the first in her academic career—has provoked two endocrine diseases and a heart ailment.

Speaking of the case to *The New York Times*, Dr Estelle Ramey, a former president of the Association of Women in Science and Professor of Physiology at the Georgetown University Medical School, said:

"She is an extraordinarily brilliant student. The tragedy of a woman of this kind is that if she's not physically attractive but is outstandingly bright, society punishes her. Her appearance creates a negative attitude toward her in others, and she responds with protective negativism."

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## Senate vote rouses medical school anger

The Senate has voted to repeal a controversial clause in last year's legislation that denies Federal Government funds to America's medical schools unless they admit many American students who began their medical education abroad. The measure has been bitterly opposed by the medical schools, and most of the leading institutions have announced their intention to defy the law as it is.

The House of Representatives, however, has voted to modify the current law only slightly, and the matter will therefore have to be resolved at a conference with representatives from both Houses.

Senator Mathias, from Maryland, who sponsored the repeal measure, said medical schools had been asked to relinquish one of the most cherished aspects of academic freedom: the right to decide their own admission standards.

Unless the schools agree to accept as transfer students Americans who have done their first two years' work overseas, they lose up to $2,000 a head in capitation grants. The legislation was intended to increase the class size of American medical schools, generally considered superior to foreign schools. Since most Americans who train abroad return to practise in the United States, it was thought they should receive a better education here.

This year a total of 839 American medical students who studied abroad qualified for the programme.

Meanwhile a study published last month in the distinguished *New England Journal of Medicine* found that America and alien doctors who graduated from foreign medical schools and then trained in American hospitals did far worse on certification tests than the doctors who graduated from American medical schools.

The new study covered 2,620 graduates of foreign medical schools who took the test in 1975 and 1976 and 6,665 graduates of American and Canadian schools who took the test in the same years. In 1976, just 30 per cent of the 1,302 American and alien graduates of foreign medical schools passed the speciality certification test, whereas 81 per cent of the 3,528 graduates of American medical schools passed.

## Indian affairs bureau castigated

One of the sorry stories of America is the history of the American Indians, and one of the sorriest groups in American higher education is the Indians. They have a 90 per cent drop-out rate at university; more than half those who enroll do not return after their first year; and both their grade averages and academic performance are substantially below those of other students in colleges and universities.

A report issued by the General Accounting Office, a watchdog body that reports to Congress, puts the blame squarely on the Bureau of Indian Affairs. It says the bureau, which began a higher education grant programme in 1934, has not supported it with enough staff or money.

It has not worked out proper regulations, nor does it provide support and counselling services to the Indian students. With better information and preparation, the report says, the bureau could have run remedial courses as well as the traditional four-year degrees.

The report says Indian students have been among the most educationally disadvantaged in America. Hearings last year by the Department of the Interior disclosed that the average educational level for all Indians is 8.4 years.

Drop-out rates for pupils in their last four years of school were found to be about 48 per cent in the South-west and 39 per cent in the North-West (mainly Arizona and Montana, the areas of greatest Indian concentration).

In reading, verbal ability, mathematics and general information Indian pupils did worse in every class than the average white pupil, according to a national survey in 1966. And the longer Indians stayed in school, the further behind they fell.

The schools are poorly equipped and staffed, the pupils lack confidence, and the Indians had a negative image of themselves, according to bureau officials. In addition, parents and tribal officials did not emphasise the value of going to college, and there were strong pressures from peers not to do so.

Another real handicap is the culture shock experienced by Indians thrust suddenly into a campus. Indian counsellors report that students have great difficulty in making the transition from a largely non-competitive rural environment to an intensely competitive urban setting.

The report found that proper counselling services could reduce the drop-out rate of first-year students to about 25 per cent. Services that would do of help include:

- Developing a survival skills course (how to register, drop or add courses and so on), developing native American studies curricula, finding personal academic advisers for students getting grants, and running workshops to familiarize college faculties with Indian culture.
- Arranging trips to college so that Indian school pupils can see what college is like.
- Finding out why Indian students do not return to college and passing on this information to bureau and college officials.
- Advising Indian students how to get tutoring and counselling, and discussing their needs with college officials.
- Identifying possible careers for Indians, both on and off the reservations.

The report said no counsellors were providing all these services, and most were performing less than half of them.

The main problem with the Bureau of Indian Affairs (which has often been cited as one of the most ineffective of all government agencies) is that it does not have enough staff to do its job. In 1970 when about 4,300 Indian students took part in the higher education grant programme, the typical BIA office had one higher education specialist and one typist.

The Bureau of Indian Affairs spends about $33m a year to provide higher education opportunities for Indian students, yet says the report, "it knows little about the educational institutions that Indian students attend or about the students' preparation for or performance in college". Because of its lack of proper information, the BIA also could not suggest supportive services or postsecondary education programmes that would give Indians a better chance of furthering their education.

The bureau was shown a copy of the report, and agreed with most of the suggestions, the General Accounting Office said.




Educational reality for Indian students like these is grim

# European social science policy centre proposed

from David Dickson

STRASBOURG

The European Science Foundation could usefully coordinate the efforts of social scientists towards establishing a European centre for policy studies, according to the report of an ad hoc committee.

The committee, which was set up two years ago under the chairmanship of Professor Ralf Dahrendorf, director of the London School of Economics, has been concerned with ways in which the situation of social sciences in Europe can be improved through international cooperation.

In its report, presented to the annual assembly of the foundation in Strasbourg two weeks ago, the committee says that it found strong support for the view that there was a need for a centre which attracted those who straddled the worlds of scholarship and decision-making.

Such a centre, it was felt, should be directed towards European rather than purely national goals. The committee points out that there are already national institutes geared to this objective, as well as specialist institutions such as the International Institute for Applied Systems Analysis in Vienna.

"It was thought that the European Science Foundation could well serve a useful function in coordinating efforts in this area and safeguarding their scholarly quality", the report adds.

Professor Dahrendorf told a press conference that the ESF would watch closely the activities of the Ford Foundation, which is holding a meeting in France shortly to discuss the establishment of some form of European centre for policy studies.

He said that, unlike ad hoc committees which had been set up by the ESF to suggest research priorities in the natural sciences, the social sciences had not so far reached a stage at which it was possible to do this.

"The main issue for the social sciences is the development of an effective scientific community, and the proposals which we have made therefore concentrate on the requirements for creating such a community", Professor Dahrendorf said.

In particular, the committee had recommended that the foundation establish a standing committee on the social sciences. This recommendation was accepted by the assembly during its Strasbourg meeting.

Among the problems resulting from the lack of a scientific community was that judgments of quality were hard to come by, said the ad hoc committee report. Further, where there was uncertainty about scientific disciplines, it was difficult to organize training in a manner which was recognized as adequate, both in the context of the university and across national boundaries.

Another potential threat to social sciences in Europe, says that committee, was that international contacts among social scientists had been decreasing in relative terms for some time.

The cause could be domestic career pressure, the growth of immediately available, national professional organizations or the continuing problem of language in disciplines which were more dependent on language than the natural sciences.

Another factor might be the air of "randomness" resulting from the absence of a scientific community. But whatever the cause, the committee warns that there is "a real danger of re-nationalization in the social sciences".

Among the recommendations of the committee were that the ESF should:

- compile an inventory of centres of research and training in the social sciences in Europe;
- take a lead in establishing networks of data on research findings and collect information about these networks;
- establish a fund of "seed-money" to encourage innovative research which might be affected by cutbacks in national research programmes;
- support social science journals of a European character;
- consider creating a major prize for achievement in the social sciences;
- set up a working party on advanced training in the social sciences with a view to promoting systematically "transnational" training.

The recommendations are now being considered by the standing committee set up by the assembly of the ESF.

Denmark

# Blueprint for 90s emphasizes equality

from Mike Duckenfield

STOCKHOLM

Measures to cut inequalities and make learning and qualifications more socially relevant are to form the backbone of a comprehensive plan for Danish education over the next 15 to 20 years.

Unlike earlier long-term plans, the latest, titled U90 (*uddannelse* is the Danish for "education"), breaks new ground by covering all aspects of organized learning and by making concrete proposals for the 1990s.

Prepared by the Central Council for Education, a body set up within the Education Ministry four years ago to coordinate long-range planning on a non-sectoral basis, the plan was requested by the minister, Mrs Ritt Bjerregaard, in May, 1975.

An interim report outlining the scope and priorities of U90 has already been published, and the final report, due within the next few months, is to be appraised by a three-man team appointed by the Organization for Economic Cooperation and Development (OECD) next year. The team will include Lord Briggs, Provost of Worcester College, Oxford.

The plan will emphasize the interdependence of education and other forms of social planning in seeking to answer what can and should be done to equip the next generation of pupils and students to meet the changing demands of leisure, family, working and community life. By analysing the country's economic prospects, it aims to provide a "realistic" rolling plan.

A key priority will be to tackle inequality between social groups and generations. Though tuition is free, other "costs" have to be met by the individual and this has affected recruitment to upper secondary, higher and adult education. The report will look at the value of study as a career investment, and whether state study support should be increased and, if so, for whom.

It will also examine access to further and higher education, the future of the school marking system, the effect of home background on achievement, the degree of specialization within courses—especially in the latter years of comprehensive and upper secondary schooling—and the gearing of admissions to different types of tuition according to expected manpower needs.

Regarding higher education, big changes have already been made following two earlier plans, the 1974 Overall Plan for Higher Education (*Helhedsplan-laegningen*) and the PP2 Plan (*Perspektivplanredegorelse* 1972-1987). Restricted entry came into full effect this autumn (*THES*, March 25). Similar principles may now be applied on a wider scale, especially in adult education, an anticipated growth area.

The interim report says it should be easier for those in their ... or older to attend adult ... geared to the current school ... cula. Increased study allow... should be considered to open this gateway to further edu... for mature single women, the ... educated, unemployed and part skilled.

However, the costs inv... would demand limits on ... Other problems would include to recruit those most in ne... tuition, the potential of radio television as a medium of in... tion, whether to place adult ... tional training in existing secondary schools, and ho... switch teacher training pr... away from school to adult ...

On further education, ... likely to suggest increased ... pation by employers, and a ... in emphasis from improving ... ist knowledge of a subject to ... viding training in professional ... tice. Increased financial ... may also be proposed to stu... dents having to prolong stu... taking on part-time work.

Overall, the final repo... envisage five desirable for... equality: "formal" equality b... the law, including the right of ... to studies; "real" equality bet... different social and income ... equality of resources as distr... between various social and ... tional groups; equality of ... so that all Danes reach the sa... level of qualification; and ... tion for equality—the creation egalitarian attitudes.

Mexico

# Universities asked to think of 'self-help'

from Emil Zubryn

MEXICO CITY

Mexico's State-operated universities have been asked by the Ministry of Education to begin thinking of how to contribute to their own financing instead of relying on federal government subsidies.

This year Mexico has earmarked a budget of 15 billion pesos ($675m) to finance institutions of higher learning. But the constantly increasing pressure to provide funds has been causing concern, especially as Mexico's economy is going through a difficult period.

Another major factor that is causing disinclination in government quarters to pour out huge sums into higher education is that a portion of this money has indirectly financed the spate of strikes that have flared across the republic's campuses. It is alleged that open violence and Communist activity have been financed by misappropriation of funds by university unions and student organizations.

According to Señor Eugenio Mendez Docurro, coordinator of the Ministry of Education's scientific and technological studies, "education provided by the government will still be free according to law (although of late there has been pressure to install a system of staggered tuition fees for university students), but if we are to maintain this privilege, universities must create boards of trustees or other organizations to systematically plan means of generating at least part of the funds required for their operation."

The Ministry coordinator suggested the sale of goods and services, participation of the entire school community in productive activities including consulting and research services, and tuition charges, even though this latter proposal has been energetically opposed by student organizations and university unions in the past.

Señor Mendéz Docurro also expressed concern about another problem: the proliferation of private institutions of higher education.

"These may have widely divergent goals and programmes for their students", he said, "and these could be in conflict with the nation's aims."

South Africa

# Concern that higher fees may drive away students

from Martin Feinstein

CAPE TOWN

A round of tuition and residence fee increases at universities next year may cause a fall-off in student numbers, student leaders have warned.

Most English and Afrikaans-language universities have been forced to raise undergraduate fees —some by up to 35 per cent. Increased operating costs have been cited as the main reason. The large deficits which have accumulated since universities first ran into financial difficulties in 1974, as well as the government's reluctance to increase university grants, are the other reasons.

At the University of Cape Town a 15 per cent increase in tuition fees has been announced. Burdened by interest on long-term capital loans, a stringent austerity programme involving a clampdown on all proposed building expansion has also been introduced.

Cape Town residence fees—increased by 8.5 per cent—are now approaching a level which Mr Rick Hayson, President of the National Union of South African Students, fears will cause a drop in the number of matriculants entering university.

At the same time the Grahamstown-based Rhodesian Student Society voiced the fear that fewer Rhodesian students would now be able to attend South African universities.

At Rhodes University resid... fees have risen by 13 per cent ... a result of energy costs, and ... fees have been raised by a ... of 25 per cent. In an exp... to students, the university ... the increases were made "in ... with other universities around the country".

Although the university exp... to boost its income by 250,000 ... (£170,000) it will still be forced ... continue its austerity programme ... it is to reduce a 300,000 rand def...

The biggest increase came at ... University of Pretoria, where a ... per cent increase in fees has ... the annual undergraduate fee ... a BA at 690 rand. The univer... said that it had kept its fees ... over the past few years in expecta... tion of an improvement in gover... ment spending, but was now forced to a steep increase.

One of the few universities whose fees will remain the same is the correspondence University of South Africa. The university's 33,900 stu... dents faced steep fee increases la... year, but can now look forward to steadier times, the university ad... ministration said.

According to one university prin... cipal, the Treasury is expected to cut next year's grant by "at least as much as last year's 6 per cent". With parliament expected ... demand further budget cuts ... higher education early next year, it seems that students will continue to bear the brunt.

New Zealand

# Auckland launches move to boost Maori numbers

from Lindsay Wright

WELLINGTON

A former football shed, now used as a store, and a surrounding carpark at Auckland University may shortly become the first campus *marae* in New Zealand.

The *marae*, the traditional meeting-place in any Maori community, and the place where visiting Maori groups are formally welcomed, consists of both a meeting-house and open space, and is central to Maori community life.

Auckland's proposal is not an attempt to preserve the past—but part of a wider concern of the university's Senate to boost university enrolments of Maori and Polynesian students in the Auckland region, where over 45 per cent of New Zealand's Maori secondary school pupils live.

National figures show that at the end of 1974 only 5.8 per cent of Maori school-leavers intended to further their education at a university, teachers' college or technical institute, while 94.2 per cent planned to join the labour force.

For non-Maori school-leavers, 21.5 per cent planned to go on to further education and 78.5 per cent to join the labour force. A special investigating committee of Auckland University's senate claimed that, if relativity is to be achieved between Maori and non-Maori school-leavers, a 300 per cent increase of Maori school-leavers pursuing tertiary education was needed immediately.

The number of Maori students entering tertiary education in 1974 was 400, well short of the 1,200 that would have been needed to achieve parity. The problem, however, is rooted in lower examination attainments at secondary schools and, the Auckland report said, in the wider problems of the relationship of educational opportunities and socio-economic status in New Zealand society as a whole.

Statistics for the state Department of Education show that there were 13,500 Maori secondary school pupils in state schools in New Zealand's northern region in 1975, and a further 1,500 secondary pupils in private schools.

Auckland University's committee suggests that if a 28.2 per cent pass rate in the university entrance or higher examinations were to be the norm for Maori as for non-Maori school-leavers, there should have been 3,807 Maori pupils with such qualifications at the end of 1975. There were, in fact, 258.

Again, if over one-half of the theoretical pass-rate was planning to enter university—and this is the case for non-Maori school-leavers with university entrance or higher —some 2,000 Maori pupils should have enrolled at Waikato and Auckland universities in 1976. The actual number who indicated that they intended doing full-time university study was 64.

Auckland University has now made a start on a drive to increase enrolments, and will be seeking to build better relationships with local Polynesian leaders and organizations, and promoting more visits by academics to *maraes* and to schools with significant numbers of Maori and Pacific Island pupils.

In addition, the university is considering extending preference clauses for Maoris for entry to those faculties with restricted entries, actively promoting orientation programmes for Pacific Island students, parents and leaders, increasing the Maori and Pacific Island content of courses, and boosting recruitment of Maori and other Polynesian staff in all sectors.

Italy

# Enrolment tops 1m mark

from Uli Schmetzer

ROME

Over one million Italians, 2 per cent of the population, are now on the list of university faculties after a rush to enrol for the new academic year last week.

New students number 250,000 according to latest official figures and thousands more are expected to queue at universities to enrol in the next weeks.

Medicine and jurisprudence were the most popular faculties, followed by mathematics, physics, law and engineering—a tendency that survived from last year when 156,998 students enrolled for medicine, 99,686 for jurisprudence, 80,204 for mathematics and physics and 69,086 for law.

According to the figures 30 per cent of Italian students do not live in the city where they study. In Rome alone, of the current 200,000 enrolled, half live outside the city. Official student accommodation provides barely 1,500 rooms.

But the most startling revelation is the amount of absenteeism from lectures. Only 10 per cent of students attend lectures. A survey earlier this year said 50 per cent of all students questioned believed the *Laurea* (Bachelor degree) was indispensable, with 45 per cent considering it almost useless. Most Italian students enrol and then study at home.

According to the same survey, ... per cent of students found their teachers "inadequate", 30 per cent said they were "inefficient" and 65 per cent felt that collective ... was essential. Fifty per cent said they had to combine study with a job.



# Don's diary

## From an academic listening post

11.15 am I was absolutely furious with the provost. Quite honestly, if I had been at my own university, I would have officially complained to senate about him. You see, it was he who had insisted that there should be an order of seniority to the event, with me as external examiner leading the committee.

It would not have been so bad if he had been up there with the rest of us, lying flat out in the ventilation shaft behind the blackboard in Room 1122, but instead he was busily ingratiating himself with a visiting UGC delegation. The major problem was the coffee. Not the taste of it, although God knows that was bad enough (not for the first time I felt sorry for a vice-chancellor who had to go to the absurd lengths of regularly serving Coffee Time in order to preempt the financial strictures of revolutionary students). No, the real problem was shifting the stuff from one end of the shaft to the other.

The first stage was not too difficult. The Deputy Registrar passed the cups up through the trapdoor in the stationery cupboard and then there was quite enough light for the registrar to pass them along to the pro-vice-chancellor and on to the Tesco professor of economics. But it was then that the ventilation shaft made a sharp right turn and this meant that the vice-chancellor, the chancellor, and myself were compelled to pass scalding hot cups of coffee to each other while all the time lying flat out with one ear pressed against the warm metallic side of the shaft.

11.20 am. But at least Lundquist was lecturing. Last week he had cancelled and the whole committee had been stuck in the shaft for a *fruitless* hour-and-a-quarter (particularly frustrating because, of course, we were all pressed against the back of the very board upon which the cancellation was announced).

"Now the position's a little different in France", he reminded his audience. "There you've got the *Confederation Francaise Democratique du Travail* (the chalk scraped against my ear-drum)—CFDT. This is still a member of the World Federation of Labour—WFL—but it's in some competition with *Force Ouvrière*—that's FO."

The vice-chancellor's torch flicked on at the same time as mine and we both scribbled on our pads; this was the third time Lundquist had stressed the significance of this *Force Ouvrière*.

"Now FO—and we touched on this last week and the week before—is actually an ICFTU member—and do get that right. ICFTU—that is International Confederation of Trade Unions—and not IFTCU—that of course is the International Federation of Christian Trade Unions. Quite different. And of course ICFTU has little love for CFDT."

11. 35 am. Thankfully, it was possible to let one's mind wander a little as Lundquist spoke—he was not a lecturer whose ideas demanded absolute concentration. This was just as well for every few minutes an electric fan would start up somewhere in the airconditioning system and propel a blast of moist air straight through the shaft—a particularly distressing experience in that self-protective movements of any sort were almost impossible.

Not only might these produce a tell-tale aluminium clang, but we were all lying so close together (the chancellor's head actually rested on my ankles) that any sudden movement might well initiate a chain reaction which could seriously injure the overweight Tesco professor who was stuffed into the corner piece of the shaft.

**11.50 am** "Well, let's draw a few things together", suggested Lundquist. (He was forever "drawing things together" and "extrapolating"). "First of all let's be clear about the membership of ETUC—and remember all of these members are affiliated to ICFTU—here they are in alphabetical order". (I could hear his fingernail scraping across the board towards my ear and instinctively jerked out of range. The chancellor's head bounced on my socks and there was a muffled cry of "Christ" from farther down the shaft.)

"OGB—that's Austria, then FGTB, Belgium, LO—Denmark, two for Finland, SAK and TOC, and of course FO for France."

**11.55 am.** I never really expected to find myself lying in a ventilation shaft with a distinguished Greek scholar resting his head on my ankles, when I first accepted this particular external examinership. The job does require a certain skill—mainly an ability to suggest that you've read more scripts than is actually the case, and that you can easily make absolute academic distinctions between such marks as 59 and 60. But there's little real change. Hardly any opportunity for actually affecting standards.

That's why I'd been so pleased when Eric Cudworth, the Toyota professor of industrial relations in the department, had raised the whole question of Marxist bias. He'd been doing a bit of work in this area already—nothing too extravagant—no more than going through some standard social science textbooks in the college libraries and ripping out the offensive pages. But as he said in his self-effacing laconic way, "You have to start somewhere". He'd argued that my external examiner's concern with standards made me an obvious choice for a new anti-bias group that he was forming—and of course I'd agreed.

12.05 pm. Lundquist was listing even more European trade unions and reading aloud from something called "the ILO Conventions". The fan was whirring again. There was no doubt that the moisture it propelled got warmer all the time. Could it be that the presence of five people in the shaft had affected the thermostat in some way? Someone down the line—I think it was the Tesco professor—had started to moan.

**12.10 pm.** It was a pity really that Cudworth couldn't be with us in the shaft today, but undoubtedly he was more profitably employed in the Audio-Visual Centre where he was hard at work video-taping the thirteenth episode of the Open University course on "Radical Advances in Soil Mechanics". (Last week he'd told a shocked special meeting of the committee that so far there had not been a single mention of conservative approaches to the subject.) After all, it was Cudworth who'd first suggested the whole idea of "liberal surveillance squads" and been the inspiration behind so many of the recent blows for academic freedom.

One especially remembered how he secured the dismissal of Dr Glumpertz from the psychology department by the simple expedient of dressing up the registrar as a heating mechanic and then getting him into Glumpertz's room to fix the pipes during a seminar on behaviour therapy. Poor Glumpertz had little defence when senate later confronted him with his own words: 12 citings of "alienation", eight of "class consciousness", four of "the need for radical reassessment" and one of "I'd just like to stick those fascist behaviour therapists on their own electric grids and watch them sizzle".

Cudworth's only real failure so far had been his over-ambitious attempt to indict the senior lecturer in communication studies on the grounds that the man, although showing no obvious signs of Marxism (or indeed of anything approaching any sort of coherent political position), was nevertheless Marxist in attitude: rude, overbearing, devious, hostile to all criticism, and totally impossible to interrupt. Senate, while agreeing that such behaviour "seriously interfered with the free exchange of liberal democratic ideas in an academic community" nevertheless found him not guilty of Marxism and merely reduced him to the rank of lecturer.

**12.15 pm.** "Well, let's put a few things together" — Lundquist (thank God) had nearly finished "extrapolating" for another week. It looked as though he was just in time. I could hear the fan starting up again at the end of the shaft: the chancellor's head seemed to be jerking convulsively as though in anticipation of the imminent blast of hot droplets, and the sound of deep steady moaning resonated from the bend. I resolutely pressed my ear once more to the hot aluminium and tried to recite Cudworth's rousing words at the first tactical meeting of the Liberal Surveillance Squad. "The future of the academic community as a forum for independent thought depends upon the systematic discovery and suppression of all those who disagree with truly liberal ideas".

Lundquist was closing his reference books. The hot rain began to bite through our clothes.

**12.16 pm** "Never make the mistake of thinking", he concluded, "that this large network of international trade unions is the organized voice of the working class". (Three torches clicked on along the shaft: the moans stopped; the rain seemed to slacken). "It is merely a piece of superstructural mystification which disguises the inevitable and repressive operation of international capitalism". We heard him stride out.

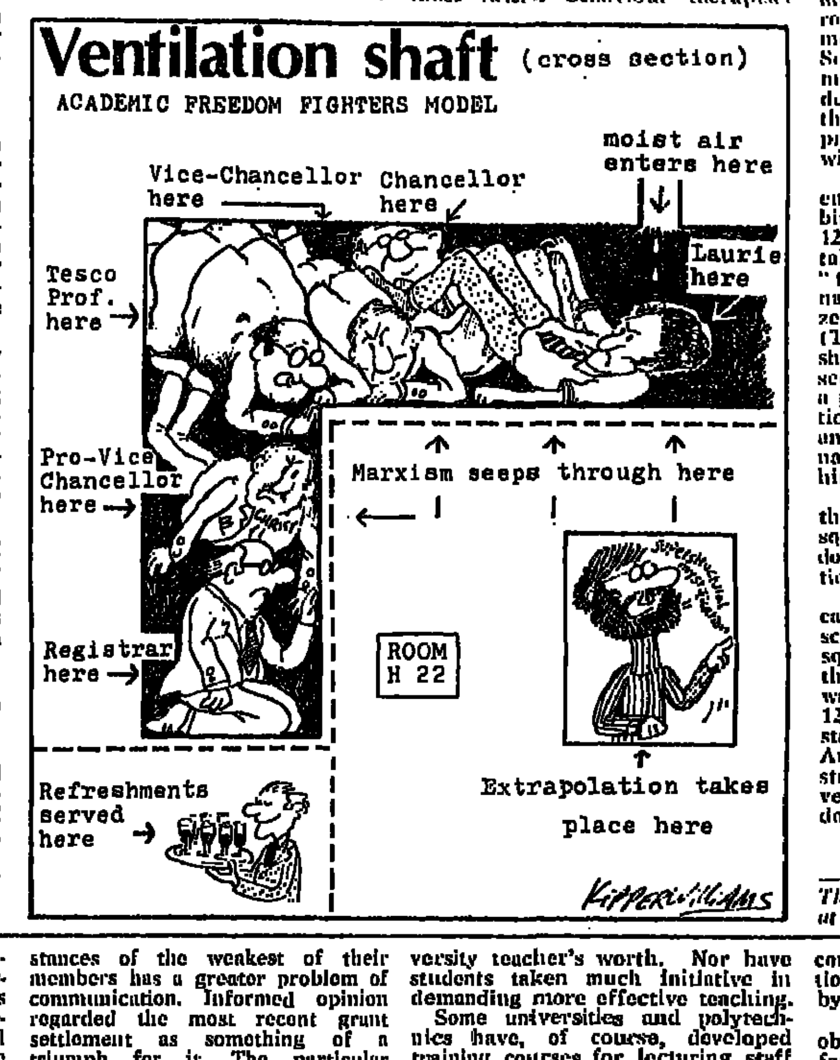
"Got him—got him", chuckled the chancellor as he began to squeeze his way back to the trap door. "'Superstructural mystification'—that's an absolute clincher."

"But what about 'international capitalism'", I almost shouted as I scrambled after the rest of the squad. "We could get him on just that. Lets see him extrapolate his way out of that one."

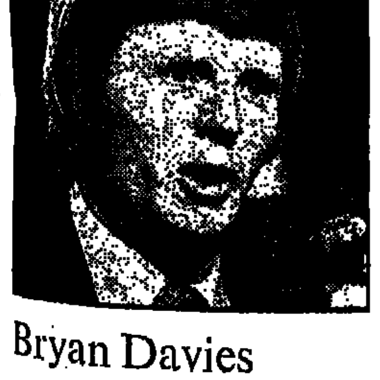
**12.20 pm.** We slid down into the stationery cupboard and accepted an Amontillado from the deputy registrar—a tired, dusty, wet, but very, very happy bunch of academic freedom fighters.

**Laurie Taylor**

*The author is professor of sociology at York University.*




# Pleasure and pain at the Commons



## Bryan Davies

Man may indeed be, as Jeremy Bentham contended, subject to two sovereign masters, pleasure and pain. Most Members of Parliament, I suggest, would consider their two to be the whip and the lobby. Ample evidence of their dominion is provided this very week. The single sheet communication from the Labour chief whip consists of a list of the week's business each day heavily underscored by the three black lines of maximum authority. All are summoned to be present for each vote; only those few bent on a most hazardous course will not be in the government lobby.

A further document of great significance emanates for the Sergeant-at-Arms. It lists the lobbies for the week; pensioners on Tuesday, university teachers, Ford workers, Energy 2,000 and the youth employment lobby Wednesday, and the National Union of Students on Thursday. Those parts of the Palace of Westminster to which the Lobbyists have access will be awash with people obliged to express complex arguments with some brevity and greater vigour as MPs scurry from one commitment to another.

Perversely, the better informed and the more sympathetic the member, the more he will tend to be in evidence at each lobby. The real success for the lobbyist is to get sharp points over to the doubtful and the uninformed. Of the two education lobbies the NUS has clearly the more daunting task. MPs may not know the details of the university teachers' case, but the broad contours of the problem will appear all too familiar. Although they may well be impressed by the strength of feeling of the association and the numbers it can muster in its cause, their predictable reaction is to add its case to the others produced by two years of incomes policies.

No doubt there will be recognition that while this year's 10 per cent for this part of the public sector may hold, the lecturers have elbowed their way nearer the top of the queue when the vexed problem of differentials will be tackled with more flexibility. That may well appear rough justice for the Association of University Teachers' members to whom phase one dealt a grievous blow.

The NUS lobby directed principally towards improving the circumstances of the weakest of their members has a greater problem of communication. Informed opinion regarded the most recent grant settlement as something of a triumph for it. The particular problem of the 16 to 19 year olds and the discretionary grant surfaces only spasmodically in the House.

Nevertheless, the lobby testifies to the increasing range and strength of the NUS. In the past 10 years its achievements on the national stage have been considerable and it is recognized among educationists as an important pressure group. This is in stark contrast with the popular image fashioned by media coverage of its annual conference and the regular wave of student sit-ins and protests.

There are greater doubts whether students have made similar progress within educational institutions themselves. In the heady days of the late 1960s students sought not only a strengthened national voice but also participation and wider academic democracy to influence institutional priorities. There is some negative evidence to indicate limited progress. Quick as students appear to be in launching direct action on national issues, the number of disruptions reflecting deadlock over internal issues is relatively small. Representative democracy apparently meets this limited criterion.

Yet in the very area where it was often argued that students had a significant contribution to make, namely in the quality of the educational experience, small gains have been made. How rapidly academics buried the Prices and Incomes Board proposition that student evaluation of teaching might play some part in the assessment of the university teacher's worth. Nor have students taken much initiative in demanding more effective teaching.

Some universities and polytechnics have, of course, developed training courses for lecturing staff but these are far from universal even for new recruits to the profession. New courses, fresh demands from students, changing employment prospects, larger cohorts, all would seem to point to newer approaches to teaching.

Universities, of course, have always argued that they are not solely nor even perhaps predominantly teaching institutions. Valid as that proposition is, it remains difficult to accept why the research component should rise in equal proportion to the expansion in student numbers.

Moreover, this can scarcely be the case with the public sector. Although the polytechnics, of course, have a serious commitment to research they were intended to place greater emphasis on their teaching role. Moreover, this ought to apply *a fortiori* to the more recent institution of higher education and to the transformed colleges of education.

Students, somewhat surprisingly however, have produced no sustained critique of the traditional system of classifying performance. There have been few demands for institutions to produce academic profiles of student performance on the American pattern. They are content to leave with their classified degree and the personal reference—often confidential. They may well move into positions in the Civil Service, the banks or major private companies where annual assessment of performance is the norm and where discussion of the superior's report of their work encouraged. They will have been content, however, for their educational experience to be governed by far less open procedures.

More open discussion of the objectives of the teacher and performance of the student could only improve higher education. One area which seems ripe for sharper critical analysis is surely the sandwich experience on many courses. Many testify to its general value yet few substantiate with conviction. The concept ranges from merely a year outside the institution to the most carefully phased and monitored integration between academic work and practical experience.

Assessment can consist of merely a certificate of attendance to carefully structured credits contributing to the final classification. Of course "practical experience" will vary widely according to the education objectives of the course.

There lurks the doubt, however, that even when all the formidable educational problems are taken into account, even when the difficulties of obtaining placements are recognized, students have the right to demand more from their educators and from their employers during the sandwich year than they are sometimes receiving.

It may be thought that this argument for increased responsiveness on the part of higher education teachers to the educational needs of their students is somewhat unfair given current grievances about rates of pay. To demand more from those who consider themselves underremunerated may appear a rare piece of political nerve. On the other hand, we all face several years in which pay arguments will revolve a great deal around productivity deals. It cannot do harm for the teachers to show an increased commitment to good teaching.

# NOTICE BOARD

## Chairs

**Dr George Elder**, reader in medical biochemistry at the Welsh National School of Medicine, has been promoted to the chair of medical biochemistry.

**Dr R. Barker** and **Dr G. R. Luckhurst**, readers in chemistry at Southampton University, have had the title of professor conferred on them.

**Dr Nigel Grant**, reader in educational studies, University of Edinburgh, has been appointed to the chair of education at the University of Glasgow. He will succeed Professor Stanley Nisbet, who is retiring at the end of March.

## Recent publications

Two new books for computer science students are being published by Prentice-Hall International. *The Architecture of Concurrent Programs* by Per Brinch Hansen of the University of Southern California, available next month, presents a systematic method for developing reliable concurrent programs in structured language (price, £13.55). *Business Data Systems: A practical guide to Systems Analysis and Data Processing* by H. D. Clifton, of Wolverhampton Polytechnic, is geared to professional examinations. Exercises and solutions are provided at the end of each chapter and there are more than 100 diagrams, charts and tables (available in February, price, £5.50).

* * *

Tape-slide programmes giving introductions to computing are available from Polemarron Productions Ltd, 4 Gloucester Crescent, London NW1 7DS. *Principles of Programming*, which requires no previous programming experience, demonstrates some of the fundamental concepts involved. (40 35mm colour slides, 20 minutes, price £24.75). *Input and Output* acquaints the student with the appearance of the various input and output media and devices. Cards, paper tape, magnetic tape and discs are discussed. (54 35mm colour slides, 22 minutes, price £31.35). Both can be inspected free of charge on a 30-day approval.

## Open University programmes

### November 19 to 25

**Sunday November 20**

BBC 2
09.55 Open Forum: OUBA Lecture by Sir David Wilson.
10.55 The first years of life: The World at Two (P011: prog 5).

RADIO 4 (VHF)
00.30 Preparing for D101 (Making sense of society).
10.00 D.U. Announcements/Music Hall.
10.10 The pre-school child: Baby Everything Gets You Down (P012: prog 5).

**Thursday November 24**

BBC 2
17.35 Open Forum: General Assembly.
18.05 Play School.
18.35 The pre-school child: Going shopping (P012: prog 8).

**Friday November 25**

RADIO 3
10.10 Science foundation course: Revision unit (S100).
10.30 Preparing for D101 (Making sense of society).
12.00 D.U. Announcements/Music Hall.
12.10 The first years of life: Baby Talk (P011: prog 5).


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## Appointments

### Universities

**Keele**

Lecturers: F. Berenger, M. Dhanger (French); P. Carter, N. G. Collinson (criminology); R. Cowen (psychology); A. L. Dawisha (international relations); S. P. Hannah, J. R. Prance (economics); R. V. Seifert (industrial relations); G. Storey (law). Temporary lecturers: A. Furnes (electronics); Karen Jones (education); J. Sarsby (sociology and social anthropology). Senior research fellow: C. M. Denborough (social policy and social work); Teacher fellow: David Bruce, (centre of American Studies). Junior research fellow: L. B. Mitchell (psychology). Research assistant: M. R. Trueman and L. M. Wicks (psychology).

**Lancaster**

Head of the department of mathematics: Dr D. J. G. James. Deputy director: Dr M. E. Foss.

**London School of Economics**

Senior lecturers: A. C. Harvey (statistics). Lecturers: D. H. A. Lelwy and D. Paterson (accounting); M. Ahmed, C. B. Assaf, Dr F. A. Cowell, J. E. H. Davidson, Dr J. Le Grand, H. Polemarchakis (October, 1978), Dr A. Muknerji and Dr A. Shaked (economics), S. S. Duncan (geography), Dr H. Machin (French government and politics); J. T. S. Madeley (Government); P. W. O'Riordan (psychology); D. A. Nott (social administration); R. Dr R. W. D. Boyce (social science and administration); Carol Wildavsky (social work); Dr C. T. Husbands (sociology); Dr H. D. Miller, Norma Reid, S. Satchell and Dr M. Straf (statistics).

**Sussex**

Visiting professor: Dr P. Neary (Canadian studies).

**UMIST**

Director of UMIST research and consultancy services: Dr Roger Holdom.

## Grants

### Belfast

**Physiology**—£18,130 from the Nuffield Foundation for studies on the nervous control of the smooth muscle on the respiratory airways, under the direction of Dr C. T. Kilpatrick.

**Botany**—£16,772 from the SRC for research into the expression during the cell cycle of algae, under the direction of Dr P. C. L. John.

**Pure and applied physics**—£11,668 from the SRC for research on high resolution astronomical interferience spectroscopy from a stabilized balloon borne platform, under the direction of Dr B. Bates.

**Physiology**—£10,000 from the NFER for research on protein turnover and its control during developmental and adaptive growth of skeletal muscle, under the direction of Dr D. F. Goldspink.

### Bradford

**Education**—£11,000 from The Leverhulme Trust for a study of problems of vocational adaptation of Asian immigrants in Britain, with special reference to schools, under the direction of Professor Ruth Beard and Dr G. K. Verma.

### Dundee

**Biochemistry**—Dr G. C. Barr and Dr B. A. Haddock—£32,687 from the MRC to assist with their research into the synthesis of membrane-bound enzyme complexes; Dr R. Booth and Dr D. A. Stansfield—£15,915 from the MRC for their research into isolated enzyme-free cells; the sources of cholesterol used for luteal steroidogenesis; Dr Philip Cohen and Dr D. G. Hardie—£15,216 from the MRC for their research into the regulation of fatty acid biosynthesis by phosphorylation/dephosphorylation.

**Civil engineering**—Professor A. R. Cusens—£17,812 from the SRC for his research into the durability of Epoxy resin adhesive joints.

**Medical biophysics**—S. Hughes and Dr D. E. Watt—£13,650 from the SRC in support of their research work on the dosimetry and biological effects of neutron radiation; Professor J. H. Martin, Professor A. D. S. Baer, and Professor G. Murdoch—£58,640 from the Leukaemia Trust in support of their School of Bioengineering and Biophysics in medicine.

**Surgery**—Professor A. Cuschieri—£43,830 from the Cancer Research Campaign in support of his research work on cancer of the breast; W. F. Walker £14,468 from the Scottish Home and Health Department in connection with his research on exercise tolerance in surgical patients; R. B. Wood—£10,731 from the Hospital Endowment Research Trust for his research into the quantitative assay of pancreatic oncofetal antigen in patients with pancreaticobiliary disease.

### Edinburgh

**Therapeutics**—£20,858 from the British Diabetic Association for support of research on insect cell antibodies in diabetes, under the direction of Dr W. J. Irvine.

**Medicine**—£29,798 from the British Heart Foundation for support of research into the relation of ischaemic myocardial metabolism to ventricular arrhythmias in dogs, under the direction of Dr M. F. Oliver.

**Clinical surgery**—£44,382 from the Cancer Research Campaign in support of research on the studies of hormonal mechanisms in breast cancer, under the direction of Professor A. F. M. Forrest.

**Pathology**—£20,427 from the Cancer Research Campaign for support of research on intracellular control mechanisms of cell division, under the direction of Professor A. R. Curris.

**Zoology**—£17,932 from the Cancer Research Campaign in support of research on the purification and properties of SV40 virus-specific messenger RNA's in human transformed cell lines, under the direction of Dr U. E. Loening; £11,926 from the Wellcome Trust for support of research on the biochemical basis of hereditary spherocytosis, under the direction of Dr A. H. Maddy.

**Surgery**—£11,214 for the Cancer Research Campaign for support of research on the role of antitumour antibodies and tumour products in tumour immunity under the direction of Dr K. James.

**Geography**—£12,090 from the Countryside Commission for Scotland in support of a survey of the Strathclyde Country Park, under the direction of Professor J. T. Coppock and R. B. Duffield; £26,370 from the Sports Council for renewal of the contract for the TRIP Usce Service, under the direction of R. B. Duffield (Tourism and Recreation Research Unit).

**Molecular biology**—£21,254 from the Imperial Chemical Industries for a project in molecular genetics involving the ICI Laboratory at Runcorn and the group under the supervision of Professor K. Murray.

**Genetics**—£12,948 from the Cancer Research Campaign for support of research on a comparison of a RNA population in different isogenic cells and cell lines, under the direction of Dr J. Bishop; £12,000 from the Cancer Research Campaign in support of research on localization of specific viral genomes within transformed cells and tumours by molecular hybridization, under the direction of Dr K. W. Jones; £10,021 from the European Economic Community in support of a project for the development of screening methodology, under the direction of Dr B. J. Kilbey; £12,765 from the Manpower Services Commission for supporting investigation of potential health hazards to man, under the direction of Dr R. Clayton; £11,742 from the MRC in for continued research on messenger RNA and gene arrangement in developing chick lens, under the direction of Dr R. Clayton; £34,412 from the Wellcome Trust for support of a Tropical Fellowship; £20,518 from the Wellcome Trust for support of studies on the typing of malarial parasites in collaboration with workers in Thailand, under the direction of Professor G. H. Beale.

**Human genetics**—£14,237 from the MRC in support of research on the clinical application of human alpha-fetoprotein subtypes to maternal serum screening for neural tube defects, under the direction of Dr D. H. Boyd; £11,816 from the Muscular Dystrophy Group of Great Britain in continued support of biochemical and genetic studies in muscular dystrophy under the direction of Professor A. H. Emery.

**Therapeutics**—£19,761 from the MRC in support of research on cell-mediated immunity in diabetes mellitus, under the direction of Dr W. J. Irvine.

**Biochemistry**—£17,469 from the MRC in support of studies on biological membranes, under the direction of Dr J. H. Phillips, Dr D. K. Apps and Dr S. Van Heyningen; £14,870 from the MRC in support of research on cholera and tetanus toxins, under the direction of Dr S. Van Heyningen.

**Gynaecology**—£15,082 from the MRC in support of research into improvements in radio-immune assays for gonadal steroids, under the direction of Dr W. M. Hunter.

**Electrical engineering**—£13,456 from the Ministry of Defence in continued support of research on the development of a tapped surface acoustic wave delay-line using an aluminium nitride on sapphire substrate, under the direction of Dr M. F. Oliver.

**Veterinary medicine**—£56,406 from the Ministry of Overseas Development in support of research on the development of a vaccine for "Kata", under the direction of Professor Sir Alexander Robertson; £13,142 from the Ministry of Overseas Development in support of immunological studies of trypanosoma brucei gambiense, under the direction of Professor Sir Alexander Robertson.

**Geology**—£55,028 from the NERC for continued support of an investigation on the provision of microprobe analytical facilities under the direction of Professor M. H. O'Hara.

**Computer science**—£89,618 from the SRC in support of research on an architecture for a multiple computer system, under the direction of Mr N. H. Sheiness; £16,388 from the SRC in support of research on techniques for the analysis of algorithms, under the direction of Dr L. G. Valiant.

**Artificial intelligence**—£71,220 from the SRC in support of research on programme correctness, programme transformation and programme synthesis, under the direction of Dr R. M. Burstall. £19,746 from the SSRC for support of an investigation into relearning mathematics through LOGO, under the direction of Dr A. A. M. Howe.

**Physics**—£114,650 from the SRC in support of research on the structure and dynamics of molecular crystals by neutron scattering, under the direction of Dr G. S. Pawley; £28,020 from the United States of America, Department of the Army for support of an investigation of the dynamical properties of crystals by raman spectroscopy under the direction of Professor R. A. Cowley.

**Architecture**—£15,235 from the SRC in support of research on the mathematical description of form in relation to simulations of environmental performance, under the direction of Professor C. B. Wilson.

**Astronomy**—£14,970 from the SRC for support of research on relative space densities of galaxies of various types from objective prism spectra, under the direction of Dr D. Emerson.

**Botany**—£12,553 from the SRC for support of research on mechanism of initiation of cell division by auxin, under the direction of Dr A. H. Trewavas.

**Social administration**—£11,909 from the Scottish Courts Administration in support of an investigation into the social aspects of diligence, under the direction of Professor Spencer and M. E. Adler.

**Community medicine**—£18,219 (supplementary) from the Scottish Home and Health Department for research into comparison of the effectiveness of methods of rehabilitating hospitalized suffering from stroke, under the direction of Dr W. M. Garraway.

**Criminology**—£11,961 from the Scottish Home and Health Department for research on the Scottish parole system, under the direction of Professor McClintock.

**Linguistics**—£11,121 from the SSRC for support of a study on the aspects of the syntax of Scottish English, under the direction of Dr J. R. Miller.

**Anthropology**—£11,605 from the SSRC for support of a study of Balinese agricultural, ritual and related matters, under the direction of L. A. Howe.

**Animal health**—£11,146 from the Spillers Farm Feeds for support of a dairy herd health and productivity service, under the direction of Professor G. S. Ferguson.

### London

**Biophysics**—Professor M. H. F. Wilins and Dr M. Jacobs £16,296 from the MRC to support research in studies on the distribution of tubulin in cultured nerve cells using a monospecific antibody against tubulin.

**Biochemistry**—Professor H. R. V. Arnstein £30,843 from the MRC to support research in Differencial stability of mammalian messenger RNA during erythroid cell development; Professor H. R. V. Arnstein, Dr C. J. Chesterton and Dr N. Spencer—£14,831 to support research in biochemistry of erythroid development in rabbits.

**Mechanical engineering**—Dr T. J. Williams and Dr M. J. Tindal £24,920 from SRC for research in swirl in direct injection diesel engines with recentrant combustion chambers.

**Physics**—Dr E. C. Lightowlers—£28,852 from the SRC to support research in luminescence associated with the decay of free and bound excitons in silicon.

**Physiology**—Dr T. J. B. Simons £10,325 from the MRC to support research by provision of an automatic y-counter for the pre-clinical medical faculty at King's College, London.

**Physiology**—Professor P. F. Baker and Professor J. S. Weiner—£24,500 from the Nuffield Foundation to set up an Intercollegiate MSc course in Human Physiology within the University of London.

**Noticeboard is compiled by Patricia Santinelli and Mila Goldie**

## Forthcoming events

"The social and cultural uses of foreign languages in the UK and abroad", a one-day conference organized by the school of language studies, to be held at the Polytechnic of Central London on December 2, at Regent Street, Marylebone Road, London, NW1. Topics include "Social and economic factors influencing choice in foreign language learning", by Mr R. F. Mackay, of Cornelius Vermuyden School, Dagenham. Further information from Rosanna Puccarens, Short Course Secretary, Polytechnic of Central London, 309 Regent Street, Marylebone Road, London NW1 2UW.

* * *

"Race and Residence in the English City", a one-day conference of the British Sociological Association, being held at Bedford College, London, on December 3. Sessions include housing and the inner city, public sector housing, and the Race Relations Act. Further details from Jane Hall, 13 Endsleigh Street, London WC1.

* * *

Sir Frederick Dainton, the president of the Library Association, will speak on the Atkinson report during a visit to the College of Librarianship Wales on November 23 in the Reardon Smith theatre at 7 pm.

* * *

To commemorate the centenary of G. H. Hardy's birth, the London Mathematical Society is holding a two-day meeting on December 16-17 at Cambridge University. Lectures include "Some aspects of Hardy's work in the theory of numbers" by Professor Sir Edward Maitland Wright. A limited amount of overnight accommodation is available at Trinity College for the meeting. Further details: Professor J. W. S. Cassels, department of pure mathematics and mathematical statistics, 16 Mill Lane, Cambridge CB2 1SB.

* * *

"The centre in Scandinavian politics" is the title of a one-day conference of the newly formed Scandinavian Studies Group of the Political Studies Association of the UK to be held on December 17 in the Fletcher Building, Queen Mary College, Mile End Road, London E1. Further details and application forms from Alastair Thomas, School of Social and Community Studies, Leicester Polytechnic, PO Box 143, Leicester LE1 9BH.

* * *

A series of public lectures on "Art collectors", whose private collections have made an important contribution to the British Museum are being given in the museum's lecture theatre on Thursdays during November and December at 1.15 pm. Admission is free. The programme includes Lord Balfour on November 17, Sir Kenneth Clark on November 24 and Richard Pearce on November 25.

* * *

"Shaw as a critic" and "Shaw the dramatist" are two lectures being given by Dr Stanley Weintraub at Goldsmiths' College, London, on December 10 from 3-6 pm. Admission is free. Further details from the College, Lewisham Way, New Cross, London SE14 6NW.

* * *

"Techniques of church architecture", a weekend conference, will be held on December 16-18 at Rewley House, Oxford. Further information from the Course Secretary, Oxford University Department for External Studies, 1 Wellington Square, Oxford.

* * *

"Medical buildings—approaches across the centuries" is a weekend conference to be held at Alnwick Abbey Adult Education College, 24 Aug. Alnwick, Buckinghamshire, on December 2-4. Sessions include "Medical buildings in the 20th century" and the Race Relations Act. Further information from the Course Secretary, Oxford University Department for External Studies, 1 Wellington Square, Oxford OX1 2JA.


CHARITY COMMISSION

CHARITY—WHITELANDS COLLEGE, Wandsworth, Greater London.

Scheme for the regulation of the Charity Ref: 312937-2-L2

The Charity Commissioners propose to make a Scheme in this charity. Copies of the draft Scheme may be obtained from them (ref: 312937-2-L2) at 14 Ryder Street, London SW1Y 6AH. Objections and suggestions should be sent to them within one month from today.

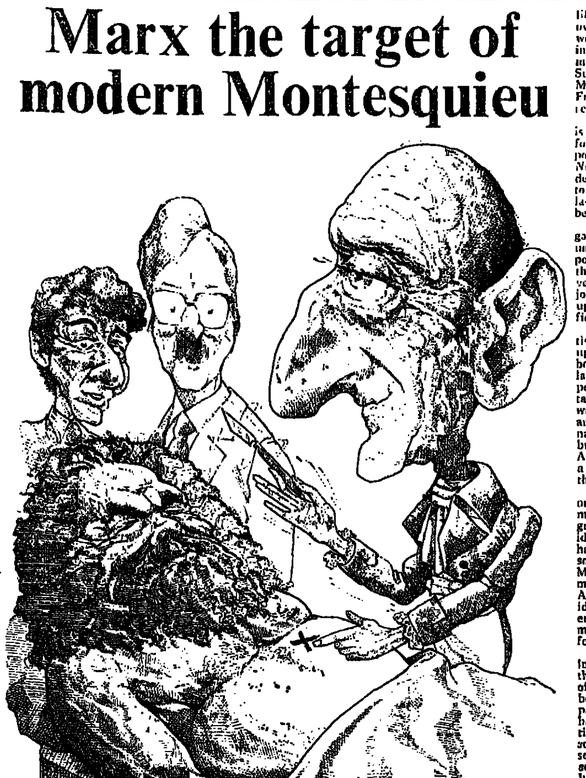
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The Human Potential Research Project is offering workshops (1/2 Dec. Experiential Learning (3/4 Jan); Encounter (6/8 Jan); Interpersonal Skills (28/29 Jan); Gestalt (11/12 Feb); Analysis (Interpersonal Skills) (18/19 Feb); for professionals) (10-16 Dec.); Personal Counselling (12-16 Dec.); weekend).

For details of these and other workshops in personal and professional development, telephone Guildford (0483) 71281, x 877


# PROFILE

# Marx the target of modern Montesquieu




## David Walker talks to Professor Raymond Aron for 30 years one of France's most important political thinkers

Politics in practice and in theory have dominated Raymond Aron's thinking since World War Two. In the build up to the French elections next year he broods about the end of the Fifth Republic. The great political thinkers of the nineteenth century are his ever-present interlocutors. The debate with Comte, de Tocqueville, Marx continues; especially Marx. "Marx has been successful in the midst of his failure.

"There", M Aron said, gesturing to indicate Eastern Europe, "a regime has been built which acclaims him—a regime he would certainly have detested. And where he did not succeed, in the sense that the evolution of capitalism has not led to socialism, there is, paradoxically, a success for Marx.

"Many in Europe, or at least a great many French intellectuals, are obsessed by Marxism. The problems, sometimes extraordinarily difficult we have to solve nowadays, are certainly not the problems which Marx envisaged. The problems of trade union power, inflation of salaries . . . we are very far from the central economic problems of Marx."

With unGallic tolerance M Aron slows his French to Anglophone pace. He has never shared the contempt some Frenchmen feel for what they call the Anglo-Saxon world. For him the British have been a more attractive race than for his colleague and leader in wartime London, Charles de Gaulle. For Aron, unlike his former friends in the Sartre-de Beauvoir entourage, the United States has never been a bogy. In his writings on international relations the Americans have acted as an imperial power, yes, but a power "astonishing in its moderation".

Aron's regard for the intellectual health of Britain and America is returned in the wide esteem he enjoys here and across the Atlantic, even if he does not fit easily into the compartment of a single discipline. For some years he has been one of the most accessible of French intellectual. Perhaps it is his lucidity; perhaps, as a *TLS* reviewer once put it, because his stance is always one of distinguished common sense. Perhaps it has been his anti-Communism, expressed in the form of a scholarly critique of Marx or in sociological descriptions of Soviet society.

Raymond Aron's reputation is primarily academic, but in conversation in his third floor apartment above the Boulevard St Michel we hear the voice of the French Aron, controversialist, polemicist, columnist for *Combat* and *Le Figaro*, the pen which accused de Gaulle for his anti-semitism. To his fellow French his reputation is highly coloured. This was the man Sartre declared in 1968 to be unfit to teach at the Sorbonne, who accused the intellectuals of Paris in the mid-1950s of being hooked on the narcotic of Marxism. This is the man who inveighs in books and papers against the pollution of the French Communist Party and the socialists.

London has Paul Johnson; Paris has Raymond Aron. But juxtaposing the two names probably says less about the two cultures than about the exceptional nature of Professor Aron's career. The same point can be made another way. British sociology has Tom Bottomore, American has Edward Shils. Professor Aron's sociological interests run parallel to both men's: his work on social class and élites long ago won him the Sorbonne chair.

But he is no sociologist in our restricted sense; his writings stem from a classical-philosophical background and run through politics and wider social theory. Professors Bottomore and Shils do not exactly eschew the print but the *New York Review of Books* or *Encounter* (to which M Aron also writes are not the same as stalking the centre stage of politics as he has done.

Professor Aron, *normalien*, member of the Collège de France, former director of studies at the *École Pratique des Hautes Études*, stands four-square in any account of French intellectual life since the war. His place is measured not only in his own writing—25 books and countless articles—but in his analysis and provocation of his fellow intellectuals. In *The Opium of the Intellectuals* in 1955 he diagnosed their stupor under the influence of Marxism. In 1968 in newspaper columns he alerted them to autonomy in the streets. Now in his latest work, *Plaidoyer pour l'Europe décadente*, he rings the tocsin to wake them from somnambulism. The real face of Georges Marchais and Euro-Communism, he is saying, still bears Stalin's features.

Illness and the upset of his longstanding relationship with *Figaro* because of disagreement with the paper's new owners have not dulled his nerve. The *Programme Commun* uniting the Communist Party led by Marchais and the Socialists led by Mitterrand, "a limi-Marxist Vulgate. The Soviet Union, he notes, still remains a bastion of intolerant Marxism-Leninism.

"There has been a certain detachment of intellectuals here from the cause of the Soviet Union, yes, but today the programme of the Left is still fundamentally ideological, inspired by what I have termed the Marxist Vulgate—that is to say it has retained in simple form a certain number of concepts and ideas such as 'surplus value,' 'production relations'. A man like Mitterrand uses a certain number of Marxist expressions, but I am convinced he has never studied Marx: he has received and absorbed the ideas from a certain number of books. . . ."

The view is delivered calmly and magisterially as he sits in his sprawling study. Professor Chaim Tomicus of Manchester University has called him classical. Certainly there is a slightly equitine look and a tendency to judge *de haut en bas*. Someone once called him an aristocrat of reason; he is sceptical whether the tag can apply to a Jew of middle class origins, but he relishes André Maurois's description of him as "our Montesquieu".

Certainly the grand schemes of classification in works such as *Peace and War* and his volumes on industrial society evoke a spacious age when social thought was not compartmentalized. I asked whether he belonged to a particular discipline. He replied with details of an intellectual biography diverted by the Second World War into politics. The initial training was strictly philosophical. His first work, unpublished and long lost, was on Bergsonism. His thesis on Kant. But the war *École Normale* and the egalitarian ethos of the not only thrust him into politics—as the editor of *France Libre* in London—it stimulated reflection on power, the relationship of power blocks and war. The major form this took was a number of postwar works in the Anglo-Saxon tradition of international relations; but also a form of hobby; a fascination with the German military strategist and theorist Clausewitz.

The movement from pure philosophy was not accomplished by the war alone. In 1930 Aron travelled to Germany "to free myself from the narrowly national education I had received." He was immersed in the phenomenology; Husserl, then Dilthey and Scheler. "Together," he noted later, "they suggested the problematic that has fascinated me all my life: the specific forms of consciousness of man or of human history by an historically situated subject, the relation between knowledge and action and, in the end, between philosophy and politics."

Aron encountered Weber, and later in the 1930s became an enthusiastic reader of Keynes, at a time when he was little known across the Channel. On this basis Aron started to treat all the problems that figure in the *ensemble marxiste*—power, economic forms, the development of politics by sociology, the relationship between economic base and political regime. As he now says: "In a certain way my themes have been the themes of Marxism."

Aron's fate as a liberal has been to spend much of his intellectual career interrogating Marx. Another chief of fate made him a *petit camarade* of Jean-Paul Sartre at the *École Normale*; he too sipped at the Flore and the Deux Magots. As contemporaries there are contrasts and similarities between the two men. Sartre's hobby was Mediaval, is now Flaubert; Aron's is Clausewitz. Aron says he never had Sartre's capacity for imagination and metaphysics; he certainly never had Sartre's taste for personal abuse. Aron recently wrote: "In the evenings of my life the memory of the friendship remains to me more alive than our polemics." And ironically the two men are joined now in another way. Aron says of Sartre that his place in philosophy is still indeterminate; so, too, is Aron's own within politics and sociology.

It is possible to identify three lodestones in Professor Aron's life. One is politics. Another is Sartre—meaning more accurately the influence of and his response to the life of St Germain des Près. The third is communism. Aron has always been more than just a scholar of Marxian writings. The nature of Soviet society and the role of the USSR in current politics of war and peace have exercised a strong fascination. Indeed Aron has been in the vanguard of those describing the divorce between Marxism and the political regime in the Soviet Union.

Since France's entry into the war in 1940 Aron has been *engagé*. But as he now relates the question of actually participating in day to day politics only asserted itself after the liberation of France. Then he was already over 30 and his desire to continue intellectual work took precedence over a second rank job in the administration. Since then his involvement with politics—commenting on Algeria, Suez, de Gaulle's resumption of power, the May days of 1968, the constitution of the French republic—has been total, but at one removes.

The flavour and accuracy of his judgment is given by his verdict on de Gaulle's future foreign policy when the general resumed power in 1958. Remember this is before the Non, before Québec libre and so on. Aron described "a foreign policy which prefers to dazzle, putting theatrical success above lasting results, and which fails to distinguish between tactics and strategy."

He now sums it up: "My articles in *Figaro* gave me during many years a situation unique in French politics. My articles were political action, yet did not land me with all the obligations of the man of affairs. For 30 years by the efforts of my pen alone I enjoyed a political life. My desire to act upon events has been to a large extent satisfied by political journalism."

In parallel ran his work as a political scientist. "Note, however, that journalism slowed up my university career. I got to the Sorbonne and the Collège de France a few years later than normally might have been expected". His work took the form of a meditation on politics in a world where sociology was king, and an analysis of regimes East and West. The vision of "bipolar" international politics may now be commonplace but in the 1950s it was with fresh insight that Aron said the Soviet Union is concealed under a veil of invective an implicit accord with the United States".

At the same time, Aron was one of the originators of the phrase "end of ideology", meaning the disappearance from politics of grand schemes explaining everything. The idea, attractive to anti-Communists, was being hammered out at the same time by American sociologists such as Daniel Bell and Seymour Martin Lipset. It was controversial and in his most recent return to the theme Professor Aron felt the need to explain: "The end of ideology meant not the end of ideas but the end of the pseudo-rational or rationalistic millenarianism of which Marxism-Leninism formed the most recent example."

The concept was part of Aron's developing interest in "industrial society"—the idea that economic and social change in the wake of industrialization transcended divisions between societies on the basis of who owned property. The social upheavals of the second half of the twentieth century, he said at the time, would not be the contrast between socialism and capitalism but the gulf separating industrial from non-industrial societies. If the idea now seems old, perhaps that is a tribute to his role as a conduit for some of the most important ideas to dominate recent social theory. The same is true, as generations of British students will acknowledge, of his major work *German Sociology* which—at least in translation—brought the works of Weber to non-Germans in an assimilable form.

Aron remembers Sartre without rancour. He referred recently to "dialogue between two men who were friends in their youth, who were separated by their quarrels and united by their interests". The feeling is not mutual, but Aron has so far not been tempted to fill volumes, as well he might, with the intellectual necrophilia beloved of the weekend supplements, of life and loves with Albert, Simone, Viollette and co in the heady days before and after the war. Aron apparently was responsible for introducing Sartre to German phenomenology. He remembers: "Sartre read my *Introduction to the Philosophy of History* attentively before writing *L'Etre et le Néant*."

In her book of autobiography, *Force of Circumstance*, Simone de Beauvoir welcomes Aron with open arms when they meet a few days after American troops liberate Paris. A hundred pages later his anti-Communism in the columns of *Combat* are coldly observed. By page 200 Aron—once a bosom pal—is no longer mentioned. With *The Opium of the Intellectuals* he burnt his boats completely with the left *dami-monde*. He now records the book was very French in its critique of Marxism "Opium would not have been written if St Germain des Près did not exist—the book had no success in England. For the English it was a world apart—which is as much an index of the intellectual health of Great Britain as of your tendency to ignore the rest of the world."

Still a one-sided dialogue with Sartre went on. Aron noted the tortuous path by which Sartre reinterpreted Marx by way of Hegel, reconciled Marxism with existentialism, then finally with his massive *Critique de la Raison Dialectique* attempted to place himself within the main stream of Marxist thought. All the while Sartre's practical Marxism was ludicrous. "By what sort of aberration did he insist upon confusing 'socialism that was coming in from the cold', revolution from above, and the accession to power by the Party thanks to the Red Army, with revolutionary humanism or the realization of man by the revolution?"

In a series of lectures in the 1960s Aron worked out his response to Sartre's critique —"a sort of baroque monument, overwhelming and almost monstrous"—to be published as *History and the Dialectic of Violence*. Unsurprisingly, reviewers noted it was one of the most opaque of Aron's works.

The final rupture came in 1968. The injustice of Sartre's remark that he was unfit to teach still rankles. Aron has been a great

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# Welsh Ruskin celebrates its golden jubilee

Coleg Harlech, the Welsh residential college of adult education, popularly known as the "college of the second chance" was opened in Harlech, Merionnydd, in September, 1927. Last month it celebrated its Golden Jubilee in the knowledge that since its foundation 2,000 full time and many thousands more summer school students have passed through its doors.

As with Ruskin College, Oxford, the founding of Coleg Harlech was largely the result of one man's far sighted inspiration. In Harlech's case it was Dr Thomas Jones, deputy secretary to the Cabinet and secretary of the Pilgrim Trust, who initiated the idea of an adult education institution in Wales and was to act as its mentor for many years.

It was during one of the earliest Fabian summer schools, which for three years from 1909 to 1911 were held at Llandbedr, a few miles from Harlech, that he first visited Wernfyry, the newly built home of George Davison, a former civil servant in the Exchequer and Audit department and senior director of Kodak Ltd in the United Kingdom.

While working as an assistant to the professor of political economy at Glasgow University Dr Jones had been appointed as a special investigator to the Royal Commission on the Poor Law for which Beatrice Webb, with whom he worked closely, produced her famous minority report.

This was a topic of intense interest to the Fabians. Dr Jones, who had joined the Independent Labour Party in 1895, had helped to found the Glasgow Fabian Society at the turn of the century.

Dr Jones's daughter now recalls that George Davison in addition to being an able and wealthy man, was marked out as an eccentric because of his social ideas. In the early years of this century he brought to Wernfyr a "dozen or so" deprived children from mews families near Addison Road in London to try out his ideas of education.

But in 1922, following Davison's departure to the South of France for health reasons, Wernfyr stood empty. The next year Dr Jones wrote to him asking if he would consider selling the house for a knock down sum of between £5,000 and £7,000 "provided that the object was educational or humanitarian".

It was not until October 1924 that Davison at last wrote to Dr Jones offering him all the buildings and 11 acres of ground for £7,500. Then Dr Jones started rallying his forces.

He had by then been at the centre of affairs as assistant and later deputy secretary to the Cabinet for eight years and he prevailed upon Lord Haldane, Lord Chancellor of the first Labour Cabinet for help. Haldane had lectured at the Working Man's college in London as early as 1881 and his interest in Wales had been stimulated by becoming chairman in 1916 of the Royal Commission on university education in the principality.

They approached one of Dr Thomas's school contemporaries, Mr Henry Carlin Lewis, "a public spirited man" but with little interest in adult education. The three met for dinner when Mr Lewis produced an IOU for £7,500, enough to ensure that Dr Thomas's project could get underway. A promise of £500 per year for an experimental period from the Cassel Trust cemented the future of the scheme.

By early 1927 Dr Ben Bowen Thomas, then extramural organiser in Pembrokeshire, had been appointed the warden of the proposed college which opened for summer school courses in May with an initial team of seven students and two tutors.

The philosophy of the college was that Harlech students "would not meet to study for any particular examination or vocation but in association with one another and under the stimulus of fresh teachers they would develop the powers of application which they have already shown they possess".

At the opening ceremony Dr Jones said he hoped that Harlech would gather into a true society the teacher, the student, the thinker and the workman, an idealism close to the hearts of today's adult educationists.

In the years before the war there were no serious internal problems at Coleg Harlech. Mr Peter Stead recalls in his book *Coleg Harlech—The First 50 Years*. During the years from 1939 to 1946, however, the building was closed.

Mr Stead says: "Before the war there had been much talk of Coleg Harlech producing men who would become leaders in their localities but, given the quality of its tuition, it was not surprising that the college's main contribution came in terms of the opportunity it gave for men to experience a general academic education. Nor was it surprising that a significant number of pre-war students used it as a stepping-stone to university."

Although a diploma and certificate course have been introduced at the college many students still leave without formal qualifications.

Mr Stead's book says: "Many were astonished when in 1970 a record number of 35 students left Harlech for various universities. On the whole, however, it was felt that the college had adjusted realistically to the needs of modern society without sacrificing any of its idealism and traditions."

*Coleg Harlech—The First 50 Years*, published by the University of Wales Press at £4.00.

**Sue Reid**

# National lift for numeracy drive

In the next few weeks 1,000 bulky packages will find their way on to the desks of chief education officers, college principals and adult literacy organizers. They will a tutor's manual and training kit compiled by the National Extension College at Cambridge, which is sponsoring the numeracy scheme in conjunction with York-shire Television. In mid-January YTV will begin screening a 13-part series which will be networked nationally, aimed at innumerate adults.

Entitled *Make It Count*, the numeracy course will offer a fresh start in mathematics—from the very beginning. But to avoid association with past "failure" in the subject, it will project the idea of numeracy through everyday situations in the home and at work.

Literature, coupled with the programmes, will be available on application. Again, the aim will be to avoid any comparison with school textbooks.

A workbook accompanying the series will illustrate an aspect of numeracy on each page, in a large and attractive format. This will be linked to its practical use: at the bank, in the shopping centre, on public transport.

Also accompanying the television series will be a puzzlebook, which will encourage practice of routine number skills—adding, subtracting, and multiplying—without connecting these with the rote work endured at school.

A third constituent of the package will be a specially designed card game, consisting of three sub packs. By using the appropriate rules, players can practice addition and subtraction with one set; multiplication and division with another.

The introduction of the *Make It Count* series will be the National Extension College's first foray into the field of basic education. It is also the first time it has attempted a course without back-up correspondence material.

The NEC will also be exploring new territory with the use of a system of computer marked tests for students. An option to take the tests will involve a small additional fee for participants.

No statistics are available to indicate the size of the numeracy problem in Britain. But the NEC suspects there may be twice as many as the two million estimated illiterates. Numeracy organizer for the NEC, Mr Bill Coleman, explained: "We will begin to have some idea of the scale of the problem by February or March."

Mr Coleman expects some *Make It Count* recruits to be incapable of



Cover of course guide

adding up above 10. Others may suffer from "number blindness"—an absence of number sense.

Still more, he suspects, may be women possessing reasonably high academic qualifications who rejected mathematics or were labelled "failures" at school.

The NEC was spurred on to organize a numeracy scheme by monthly reports from the Training Services Agency and the Manpower Services Commission. Originally the idea was to create a basic education series for craft apprentices in industry.

The NEC's director, Mr Richard Freeman, said: "We looked at the research that had been done, and decided it was feasible. We started looking around for funds and collaborators, and came across York-shire TV which had an interest in organizing some sort of formal education course.

"The more we looked at it, the less it seemed appropriate to use television to aim at craft apprentices. Yorkshire TV wanted something aimed more directly at home-based adults.

From there, the NEC began devising a correspondence course linked to the Yorkshire TV broadcasts. But the plan hit a major snag.

Mr Freeman explained: "You cannot provide a correspondence course—even a short one—for under £12. With numeracy there would have to be a higher capital cost—it might have come to £15 or £20.

The decision was taken to approach Local Education Authorities, individual colleges and literacy groups, to gauge their reactions to an appeal for help organizers. They will also provide the first concrete evidence that a serious attempt is being made to introduce a national numeracy scheme for adults.

Contained in them will be free copies—by courtesy of a Nuffield Foundation grant—of a tutor's manual and training kit compiled by the National Extension College at Cambridge, which is sponsoring the numeracy scheme in conjunction with York-shire Television. In mid-January YTV will begin screening a 13-part series which will be networked nationally, aimed at innumerate adults.

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**Maggie Richards**

# Aron—modern Montesquieu

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pedagogue in the classical French sense. He once told an interviewer, "I don't think I have ever repeated a lecture two years running. That might be right or wrong, but repeating a lecture bores me." His major work — at least in English translation — on the politics and sociology of industrial society is a reprinted lecture series.

Sartre's judgment, albeit in the heat of 1968, was wrong. Aron recalls: "To imagine a revolution in 1968 in France, in a prosperous country, involving only a few thousand students was completely idiotic". People such as Schnendler, he says with a feeling that belies accusations of coldness, represented nobody. "I said then he was somebody whom three months later no one would know."

Raymond Aron is a liberal; his political sympathies are with social democracy of the German kind. In present circumstances it is a matter of pride that Giscard d'Estaing "religiously" reads his articles and sometimes phones up. In the sense of wider allegiances, in his book *Main Currents in Sociological Thought* he aligned himself neither with Marxist sociology—a design for the whole of society — nor with American sociology — approving the whole and criticizing the parts. Yet he is a reformist, an opponent of "totalities" in Marx and in Comte.

As early as 1944 he set out on a liberal path, turning away from the fatalism fashionable at the time in Paris. "*En dissidence*", he said in relation to historical determinism, "*ces nécessités, massives, nous parviendrons peut-être non, à substituer des prévisions globalement optimistes aux prévisions totalement pessimistes, mais à marquer les points d'application de la volonté humaine*".

In a sense, therefore, identifying the end of ideology was not only to describe the real world, but also to state a political preference. The general perspective links with Aron's critique of Marx which begins, crudely put, with Marx's ignorance of politics, the primary importance of political organization, and with a critique of determinism. Viewing the history of the Soviet Union since 1917 Aron can comment, on productivity figures for Soviet industry and agriculture, that there is nothing specifically Marxist about Russian "take off". It resulted from traditions peculiar to a Slav country, from Marxist ideas imported from abroad and from circumstances that were more or less accidental. He makes the same point against determinism by identifying concepts—such as that of surplus value—which transcend a particular economic base.

In commentaries and books Aron has cultivated a tone of watchful scepticism about Soviet intentions in the arena of international power relations. Marxism-Leninism has, he remarks, made a decisive contribution to Moscow's imperial fortunes. Like Alexis de Tocqueville, Aron is fascinated by bi-polarity even if his conception of a world balance of power dominated by the United States and the Soviet Union has perhaps dated more than his other work.

Aron's dispassionate tone has recently become more pessimist. Theorists who say the Soviet Union and the West are becoming more alike or those who predict the internal dissolution of the Soviet Union he has little time for. Their judgments are coloured by hope. Aron commented in a recent essay: "History is the tribunal before which men and peoples appear; but it has never judged in equity or in morality. It has always handed down ambiguous verdicts, their justice acclaimed without reserve by the victors alone."

Perhaps there is a sense in which, despite all the trappings of academic success and all the weight of intellectual production of the highest order, Aron's political project—his anti-Communism—has failed. Superficially, it looks as if the end of ideology thesis of the 1950s is breached. Aron's judgment that the social question for the latter part of this century is the division between industrial and non-industrial society rather than between socialism and capitalism seems wrong. How else to explain his own concentration on Communism in his current writings?

An elegaic note sounds in his conversation. Perhaps, he says, his work has been too dispersed. Where is the system of liberal thought to balance the seeming coherence of Marxism. Where are the ideologies and utopias to counteract its still powerful seductiveness to intellectuals? It is a liberal's dilemma—which Aron has recognized.

He spoke in his *Eighteen Lectures on Industrial Society* of the value of Utopias as "the necessary counterpart to rationalization and an antidote to the disheartening objectivity of experts, especially in our technological society." M Aron's work—as a reviewer once put it—is hard. He is a realist in the Anglo-Saxon mould: his comparisons prefer the flight of Sartrean fancy. He has admitted the attraction of Marxism. "By temperament I have preferred reforms to revolution (but I have made the choice) not without lengthy investigation. I, too, would have liked the truth of Marxism to have shown me which camp to join and which cause to serve."

Aron offers no system. Perhaps this explains, as Ghita Ionescu suggests, the absence of disciples. His major work on industrial society offered "not a grand synthesis with philosophical pretensions but merely a sketch of some of the main trends of the age in which we live." A sketch, applied reason, heightened understanding . . . thus we reach M Aron's credo: the clarion call of reason.

Yet to some people he is a querulous voice shouting out-of-date slogans of anti-Communism. He himself seems to slip into a dark historical pessimism. He castigates the French for their love of repeating history—often tragically rather than farcically. They cannot forget 1848 or 1789: May 1968 was a repeat performance in utterly dissimilar circumstances.

His judgments nowadays echo Vico, and a cyclical theory of history. "Anyone old enough to take in at a single glance the systole and diastole, the alternation of hope and scepticism cannot but marvel that the same hopes, however often trampled, can still launch assaults on the same Bastilles or on the old Bastilles wearing a new coat of paint". Perhaps this pessimism explains the darkness of his current contribution to *Encounter*; urging a battle against Communism as intense now as it was in 1945 despite all this has gone between.

But M Aron is far from exhausted. Students fortunate enough to attend his courses this year will have heard a new discourse on the Marxism of Marx. It is the "categorial hopes, of a new exposition of the "categorial system" of Marx. Professor Aron intends to publish recently did for Clause do for Marx what he recently did for Clausewitz and lay bare his schemes of thought. The two Germans can be compared, he notes, have been easier.

As long as there is breath in it is likely Raymond Aron will be worrying at the bone of Marxism. But in the meantime there is much to be done on the non academic level. This time next year the Communists could be taking a role in French government they have not enjoyed since 1945-6. The scale of Soviet military preparation does not diminish. A note of liberal sobriety amid intellectual drunk with ideology may never have been more needed



In the second of our series on men who shaped the 1960s Judith Judd talks to Asa Briggs

# An enthusiast who beat a path away from tradition

Lord Briggs, once vice-chancellor of Sussex University, now provost of Worcester College, Oxford, might be cited as living proof that the heady days of the new universities have given way to an era of retrenchment. But his progress from the excitement of Sussex to the quiet splendour of the provost's lodgings at Worcester will bear no such interpretation.

"I would not budge an inch", he says, "from the view that the policy of expansion pursued in the 1960s was the right one. The emphasis on combining quantitative expansion with qualitative change was also right. These are the two basic points."

He insists that the new universities met and are meeting a real need for university education among the country's 17 to 20-year-olds. They provided an opportunity for people with ideas to put them into practice which they would never have received in the older universities and they gave at least some impetus to badly-needed curriculum change. "One tends to forget how stodgy universities were in the 1950s."

He is equally convinced that the experiments pursued by Sussex were the right ones, that the curriculum should combine the general and the specialized, that there should be common work in the first year, an emphasis on the student as an independent learner and a closer relationship between the university and the community.

However, he has reservations. In retrospect, he thinks there were two too many new universities, given the problems that were to face them in terms of cash and expansion of student numbers. From the first they were underfinanced, particularly on their capital programmes. It was only by accident that they were represented on the University Grants Committee when he himself moved from Leeds to Sussex. Lord Briggs believed that each new university should be free to establish its own identity and claims that no can still pick out Sussex graduates from the rest. "Their identity was as important as the curriculum. They had to be prepared to think about their own strategy and about where they wanted to go."

He feels this identity is now threatened by the early undertinancing and the present financial stringency. "Because of the way in which the UGC has to make its calculations, universities are in danger of becoming too much alike."

Things which seem to him important, such as the arts centre and some of the research units at Sussex, could be under threat. Universities may turn into places concentrating on English and French because these are the bread and butter subjects. It could also become more difficult to implement the blueprint of innovations which has been introduced at Sussex.

He regrets, too, the unionization of universities which has contributed to the new uniformity. "People are worried about the same problems in every university rather than the particular ones in their own."

He is disappointed that universities have failed to reform their cumbersome committee structures and their *ad hoc* approach to planning. This, with the growth of unionization, means that staff are spending an enormous amount of time on matters which have no relevance to their real job.

The hard bargaining which has to take place over money and the decline in the value of university teachers' salaries have both helped to erode the enthusiasm which flourished when the new universities were young. "A lot of the zip has gone out of them." There is less enthusiasm for new ideas, a feeling that we have had enough. Sometimes people feel that they have talked about very necessary reforms so long that they do not want to talk about them any more. I doubt whether this will be considered an exciting time in university history. There is nothing in the university world at the moment to capture anyone's imagination."

Lord Briggs had hoped that there would be. When Sussex launched its experimental curriculum, he had visions of universities would be felt


Lord Briggs: "1960s policy was right."

all the way through the universities. Even one new university would have had some effect. Seven, he thought, would change the system.

There has been a development in other universities which breaks away from what was taught in the 1950s, a more experimental approach to courses which has led to combined degrees, but the changes have not been as great as he would have hoped.

The combined degrees have weaknesses and the universities have failed to bring the sciences and the social sciences closer together. He hoped stronger links would have been forged between the social sciences and engineering, between engineering and economics. All these needed to produce the more rounded type of university education in which he believes.

We are still producing physicists or economists rather than graduates who with the background which will enable them to deal with the world outside, he says. Progress in the integration of disciplines has been slow.

"I think it is because people do not want to bother. There are some very committed academics but it is difficult to produce the right pattern of organization." The theory of the unity of knowledge was once described as "the vice of Sussex". It is a theory which Lord Briggs holds unrepentantly.

He is still convinced, too, of the value of the Sussex ideal that universities should go out to meet the community. He has never believed that involvement in the community meant the blurring of a university's academic role. He fears, however, that academics have begun a retreat from society as universities have come under financial pressure and a stream of criticism from outside.

Despite the expansion in student numbers, he sees nothing to suggest that universities are more appreciated than they were in the 1960s.

One of the reasons for the alienation of the public was the student troubles of the late 1960s. Lord Briggs was never one of those who believed that by putting new buildings in the middle of green fields you would somehow produce nice new people, but the seriousness of the student problem did take him by surprise. "Some of the new universities were ruined in their psychological confidence by continual battles."

He thought and still thinks that the key to relations between students and authorities is an attitude rather than a formula. At Sussex he felt disappointed that he could not get students to take a sufficiently responsible attitude to some questions. "Their involvement on curriculum and examination questions was neither consistent nor particularly profound." But he retains the view that students should take part in planning and finance.

It worries him that they have become more inward-looking. Though he disliked the means used by some to express their feelings about international affairs, he regrets the passing of the international spirit which inspired them.

His awareness of the universities' relationship with the outside world has led to the major change in his thinking about higher education. He has become a firm disciple of continuing education. So much so that he thinks that if universities were faced with the choice of spending money on the education of 18-year-olds or on the education of adults, he would prefer it to be spent on continuing education.

Despite his view that too many universities were founded in the 1960s, he would hate to think that the country would never have another university. The next one, should the funds ever be available for it, ought to be in an inner city area and should put the emphasis on post experience education. "In the 1960s I did not see as clearly as I do now, the importance of making universities multi-age institutions."

Whatever his doubts about the current state of higher education, Lord Briggs's enthusiasm is very much alive. It is because there are still pockets of such enthusiasm among academics throughout the country that he remains hopeful about the future.

# How Austria is facing up to a future like Britain's past

Austrian higher education is, in many ways, like Britain's a decade ago.

There is massive growth and the number of students is already approaching 100,000, the figure predicted for 1981 by the Organization for Economic Cooperation and Development.

Between 1969 and 1973 there was a total increase in enrolments of 17,000 students. In the past 20 years, enrolments have grown at an average rate of about 8 per cent a year.

Unlike the present position in Britain, staff numbers have grown at an even faster rate. Comparing 1974 with 1966, posts increased by 80 per cent, while student numbers at the same time grew by only 50 per cent. Money, while beginning to be less available than in the early 1970s, is not a problem.

Between 1969 and 1974 the space available for university use has increased by roughly 33 per cent. Building is still possible and Austria's newest university, at Klagenfurt, opened as recently as 1970, bringing the total higher education institutions to 18 (12 universities and six "arts" universities, which generally concentrate on art or music).

In other ways, though, the difference between Britain 10 years ago and Austria today is striking. Most obvious of all, there are no sit-ins. One reason perhaps is the system of participation the Austrians have introduced informally since 1969. With the passing of the University Organization Act in 1975 all universities have been obliged to put it into practice.

It is called the *Drittelparität*, or triple parity, system. Under it, professors, assistants (lecturers) and students sit on all decision-making committees; not however, as the name suggests, in three equal parts, but with four professors, two lecturers and two students.

None the less, it has given the students and younger lecturers some measure of power, and it was sufficient to provoke a two-day strike among professors when first proposed.

It has meant, for instance, that students have not only been able, at Linz University, to get an inadequate lecturer replaced but also had a share in the election of their rector (vice-chancellor).

The first rector ever to have been elected by this method, Professor Rudolf Wohlgennant, has just taken up office this term. He is nick named the "student rector", because it was elected not only with their support, but also in the face of opposition from the professors. The system, still only fully in operation at Linz, should soon be working throughout Austria.

Student fees, another perennial in Britain, provoke no problems in Austria. With the University Fees Act in 1972, all fees for Austrian students were abolished, although a nominal fee is still charged for overseas students (1,500 schillings, about £50) a term for the two terms of the year.

But in other ways, Austria is not nearly so well prepared for the growth explosion which has hit it. The chief of these is the entrance system. It still operates on the free market basis; all students obtaining the *matura* (equivalent to baccalaureat, or A levels) may go to university. They may study whatever subject at whatever university they please.

Thus, in any one year, if there is a flood of students to read medicine, they must all be fitted in. Alone among Western European countries now, Austria still opposes the quota system for higher education.

So far this has not presented difficulties. Unlike British students, Austrians do not go right across the country to university; they go to the nearest one, unless it does not offer the subject they want. And most of the universities are still on the traditional lines, with teaching by large open lectures backed by tutorials.

The new university for educational sciences at Klagenfurt, which combines the study of a subject with the theory and methods of teaching, is the only one approaching the teaching methods of the new universities in Britain. But even there, seminars have been as large as 40 students.

So far graduate unemployment has not been a problem—there are no careers guidance facilities in universities as yet—but it is beginning to be in areas such as teaching. Because of the Austrians' belief in the free market system, however, manpower planning of any kind is out of the question.

They hope instead to control the numbers of students in particular subjects, and hence the employment problem, solely by counselling and information. By publicizing employment statistics, they hope to encourage students to enter subjects related to undersubscribed area of employment. There is a much stricter correlation between degree course and subsequent job in Austria.

By increasing the information of this nature put out to schools, they hope also to cut down the very high dropout rate, a by-product of open access, which was severely criticized in the OECD report in 1975. It said that in the past 15 years on average about 60 per cent of men and one third of women completed their studies. This means that about 20 per cent of all secondary school pupils who qualify with the *matura* actually complete university studies. Before completion, however, the proportion of the age group in higher education is about 7 per cent (1976).

As far as overseas students are concerned, however, there has been a tightening up. Last year there formed about 15 per cent of the student population. Until recently, overseas students, mainly from Turkey, Greece, Iran, Germany and Arab countries, have come quite freely.

In theory, they were supposed to have an equivalent qualification to the *matura* but this was rarely checked. In practice, they were often the failed entrants from their own countries. Now, they must have passed university entrance in their own country before they can be admitted in Austria, although so far no quota on numbers has been imposed.

The government's determination to allow students to study what they please is maintained in the face of strong opposition from industry. The largest company of the nationalized steel industry, Voest-Alpine at Linz, complains that the university graduates are useless to them; the courses are far too long at seven years and unsuitable.

They had tried to get the universities to adapt to their needs, but without success. And the universities are the only source of highly trained manpower, because there are no polytechnics in the British sense of the word, in Austria.

Yet the machinery for control is there. Control of Austrian higher education is more centralized than in Britain; the Government has a direct say in the appointments of professors, and the new university at Klagenfurt is a clear example of how institutional autonomy is so far deemed impossible.

That university was set up with the remit to devise its own courses—the curriculum is set by the Government—and be Austria's first independent university. In 1978, it was brought under the university law; the experiment was considered to have failed.

The Government proposed it should introduce new subjects, and said its teacher training system, which the university had wanted to be fully integrated into the life of a school, was impracticable.

In practice, however, innovation at Klagenfurt is still possible. Dr Franz Kuna, professor of English, said that old habits "lingered on", and that there was every attempt to exploit loopholes in the law.

From all this, it seems that what might be needed in Austria at present is a switch in emphasis. Those controlling higher education might leave the detail of curricula and teaching to the universities, while they concentrate more on the total output and matching graduate type to the supply and demand of the labour market.

**Frances Gibb**

# Absence makes the tongue grow swifter

Frank Willis describes a survey carried out at Bradford University into the effectiveness of time spent abroad by modern languages students

Francis Bacon's assertion that "travel, in the younger sort, is a part of education" was later contested by Lord Chesterfield, Edward Gibbon, Lord Macaulay, John Locke, Alexander Pope and Adam Smith. And this list of weighty opponents could easily be extended. It is perhaps surprising, then, to find that today we are all Baconians—particularly teachers of modern languages.

The latter would argue, no doubt, that the critics of a century or two ago were inveighing against a custom of the time—the Grand Tour—while they, as teachers, in sending their students abroad to improve their language skills, are today doing something quite different and much more specialized.

That may be so, but what they do share with the earlier critics—and indeed with Bacon himself—is the method used to justify their views and their practices. All three parties base their opinions on limited personal experience, on subjective judgments which they hold to be self-evident truths.

When we first set up our modern languages degree courses at Bradford in the early 1960s, we followed one of the established procedures, and sent our students for part of their time to courses at foreign universities.

Soon dissatisfied with certain aspects of what was essentially the exchange of one academic experience for another, we decided to devise a scheme which might bring our students into closer contact with people of different ages and from various strata of the foreign society, and introduce them to a more totally foreign environment where they would be comparatively isolated from other English speakers.

This, we thought, might be achieved by sending them to work in foreign firms and international organizations, where they would be called upon to use their linguistic skills for practical purposes and under expert supervision, as well as being a positive step in linking language studies with the needs of industry and commerce.

Thus in Bradford we came to talk of "study-placements" and "work-placements", and inevitably we started to compare them. And of course we did it in the centuries-old manner—by the subjective assessments of staff and students.

However, as the balance changed in the numbers of students taking up each of the two types of placement, it became increasingly evident that we should attempt a more objective evaluation. The task was given to a small research team of three staff members and a research fellow.

We decided to start by looking at previous investigations, but we were amazed to find that almost no work of any relevance had been done.

A questionnaire sent to 105 language departments revealed a surprising variety of patterns of residence abroad and degrees of supervision. In very few cases was the period abroad seen as an integral part of the course—to be prepared for and built upon.

The picture we had uncovered and the obvious interest evoked in a number of other institutions suggested that what was originally conceived as a domestic project might usefully become a larger-scale, co-operative undertaking. It seemed logical to look at more than just two forms of experience abroad and also to try to isolate the more efficient schemes. But restricted resources forced us to lower our sights and return to our original, more modest enterprise.

## *Restricted survey*

We concentrated on placements in French- and German-speaking countries. Furthermore, we could afford to follow through no more than two intakes of students. This meant a sample of 108 placements and involved 28 or 34 completed tests and questionnaires per student.

Scientifically ideal conditions were not of the question; we could not have a large control group to whom we would deny the possibility of going abroad, nor could there be a completely random selection of students for work-placements, since that would put at serious risk the continued co-operation of our foreign employers who, understandably, had specific requirements to be met.

Our aim was to assess the effects of study-placements and work-placements abroad in terms of listening comprehension; speaking; knowledge of life and social intercourse normally acquired by residence in a foreign country; and the student's personal development.

Our test data eventually led us to look also at some of the possible connections between personality and improvement in language skills. Few of the existing language tests seemed to meet our requirements, so we had to start virtually from scratch and devise our own measuring instruments. Four new speaking tests for French and for German were also drafted, pretested and, where necessary, revised to evaluate communicative competence over a range of registers and styles.

Our search for existing measuring instruments for personal development was more rewarding, and we used Cattell's Personality Inventory (16 PF) and Rokeach's Dogmatism/Open-mindedness Scale among others.

What results did the tests yield, and what were our conclusions? Oliver Goldsmith had summarized our main findings some 200 years ago when he said: "The greatest advantages which result to youth from travel are an easy address (in French and German), the shaking off of national prejudices and the finding of nothing ridiculous in national peculiarities."

But we can claim to have produced empirical evidence to support these views. Our linguistic tests revealed that, whereas students in work-placements showed greater improvement in their general command of the spoken language and in their understanding of the associated foreign culture, students who had followed courses at foreign universities showed significant improvement in only two aspects of oral competence—in the ability to deal with different types of situations and in message-reading.

From our personality measures, the evidence showed that there was a significant shift towards open-mindedness, with the greatest change occurring in the work-placed students, who made a considerable reappraisal of their *ideal* selves, attaching more importance to being "dependable", "hard-working", "intelligent", "liberal", "adaptable", "satisfied", "international", "efficient" and "carefree".

In terms of *actual* selves, they reported an improvement in several of these characteristics, but did not see themselves as more "intelligent" or more "satisfied". In contrast, the students who had been at foreign universities showed relatively little change in their views of their *ideal* selves, but they did attach more importance to being "friendly", "cheerful", "tolerant" and "liberal".

## *Changed perceptions*

In terms of *actual* selves, they rated themselves higher on the last two traits and believed also that they had become more "warm"; on the negative side, they considered they had become less "hard-working", less "intelligent" and less "satisfied".

It was interesting to note also that both groups indicated a change in their perceptions of British people, although the change was greatest in those in work-placements. They saw British people as more "patient", more "dependable", more "intelligent", more "friendly" and more "kind", but also as less "hard-working", less "efficient" and more "nationalistic", "conservative" and "prejudiced".

From the students' own ratings of their experience abroad it was found that those in work-placements were more likely to claim a broadening of perspectives and an increase in self-confidence. They seemed to suffer less from loneliness and accepted more readily the view that experience abroad is an indispensable part of courses in foreign languages. They also estimated that they had spent more time speaking the foreign language and had been less in contact with native speakers of English.

As might be expected from any preliminary survey in a new area of inquiry, we became painfully conscious of how much more there is still to be done. We see a most urgent "need for further investigation using much larger samples, covering more types of placement, involving a wider range of languages and cultures, and using additional and more refined measuring instruments".

While this would call for a great enterprise, ideally of international dimensions, we also see much scope for smaller inquiries into some of the points of more general interest to language teachers.

For example, we were surprised to find that irrespective of type of placement or general competence, other kinds of oral activity, a very large number of students had improved in their ability to deal with sustained discourse, and, in some cases there was a marked deterioration.

Why should this be so? Is too much emphasis being placed on developing the ability to discuss abstract topics to the detriment of the acquisition of narrating techniques?

And in the area of personal development, other researches have shown statistically significant increases in closed-mindedness or dogmatism in engineering students after a period of training in British industry. Why in contrast should the dogmatism scores of our students move significantly in the direction of open-mindedness after a period in French or German industry?

We have written a full report on our work as a challenge, not as an attack on current practices elsewhere. Through it we hope to encourage others to enter this important field of practical inquiry, to see time when great numbers of administrators, educationists and teachers are doing so much to increase the facilities for study and travel abroad, surely some of us should be endeavouring in a more scientific way to find out how to maximize the benefits they confer.

Residence Abroad and the Study of Modern Languages, by W. F. *et al. Obtainable from the Secretary, Modern Language Centre, University of Bradford. Price £2.50.*

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# Displaced Brechtianism trapped in a tangle of myth and message

Guido Almansi reviews the RSC production of Bertolt Brecht's *Days of the Commune*



Papa (Bob Peck), Coco (Nickolas Grace), Babette (Frances Viner) and Jean (Greg Hicks).

Mussolini used to treble the size of the Italian Air Force by having the same aeroplanes fly over and over again above the venue of military parades. The difference between the Duce's multiplication of planes and Christ's multiplication of fish and loaves of bread is a simple one: the former is historically true because it is documented by written sources and witnesses; the latter is mythically true because it is documented by the lingering presence of the legend in our mind.

We may disbelieve the miracle, but we cannot avoid a partial suspension of disbelief every time we quote the parable. Christ's supernatural action has acquired the natural status of myth.

But not all history is historical, nor every myth is mythical. The culture of the left in the past 200 years has felt on a few historical episodes which have acquired a mythical dimension, such as *La Prise de la Bastille*, the storming of the Winter Palace, the defence of Stalingrad, and so on.

There are images, gestures, icons, words, actions concerning *La Prise de la Bastille* which could never be obliterated or eradicated from our culture even if historical evidence proved them false. They are to all intents and purposes "true" because of their permanence in our mind. Among these secular events, the days of the Commune enjoy a privileged state.

Among Europeans of my generation, and others going back at least three generations before mine, the actions of the Communards were a model to be worshipped and to be avoided. Their speeches were our Good Tidings, and the Cimetière du Père Lachaise the Calvary. Any reference to the Commune made our hearts beat a little faster, a reaction which is difficult to explain to people from this country who live on other myths and other rituals.

The evocative power of the legend about the Commune in Europe is still immense, and this is what makes Brecht's treatment of the historical episode in *Die Tage der Commune* appear so poor and inadequate. As for the present production of the play at the Aldwych Theatre by the Royal Shakespeare Company, it is really an unmitigated disaster.

The play itself is unsuited to any spectator with a minimum of knowledge of what happened in Paris between 1870 and 1871, since he or she is being told so many things already known. In other historical and pseudo-historical plays Brecht adopted different techniques in order to estrange the historical episode from the excessive familiarity of the audience.

In *Mother Courage*, for example, Brecht weaved his legend about a mother and her children against the background of the Thirty Years War, which is for most of us a cluster of discrete items of historical knowledge rather than a mythical unit to which we feel empathetically attached. In *The Resistible Rise of Arturo Ui* the historical facts, such as the climb to power of the Nazi Party, the fire of the Reichstag, and the night of the long knives are well known, but they are all removed from us by being projected against a different social and geographical background (Chicago and gangster warfare).

*The Days of the Commune*, however, is projected against the days of the Commune in an irritating duplication of dramatic and documentary material. We know all the facts and all the answers—including Brecht's final message which praises and criticizes the naïveté of the leaders of the Commune.

The playwright is here at his most didactic and does not spare us any bit of information. We painfully re-learn every single episode in the long history of popular rebellions and proletarian massacres in Paris between 1789 and 1868 in a long speech by Rigault, and all the sacred principles of the Commune from the various posters hanging here and there. We assist to many meetings of the Central Committee and to their interminable debates.

In a passage of the text which has been excised in this production, we even hear some aristocrats praising the genius of the architect and urbanist Haussmann who designed Parisian boulevards of such width so as to make barricades practically impossible. If the RSC wants to proselytize among those who are not aware of this anecdote, then they ought to forbid access to the theatre to anyone with an O level in history.

The fictional additions which Brecht superimposed upon the chronicle of the Commune are very modest indeed, and are timidly handled by the production. Madame Cabet is the bare outline of a sort of urban Mother Courage, and her relatives and neighbours are stereotypes. Our intellectual expectations are thus worn out by the usury of foreknowledge, and by the paucity of new inventions.

Our visual expectations however are unfulfilled by the Aldwych production for other reasons. There is by now a longstanding iconological tradition about the barricades in Paris in 1871 which cannot be ignored. I may not know how the actual barricades were built and what they were made of, but I have a clear idea of how they *ought* to appear visually, because for 106 years I have been submitted to a bombardment of images concerning those illustrious barrages.

A director has the right to go against the living iconography and propose an alternative one; but Howard Davies's piling up of a few school desks and some mattresses properly rolled up by experts from a removal firm just will not do. Only the cannon in the middle of the barricade is acceptable because it is so beautifully unrealistic, all shiny and well scrubbed and multi-coloured as if it had come straight from the Imperial War Museum.

*The Days of the Commune* was never performed or published in Brecht's lifetime, and it is one of the most underwritten and undermeditated plays by the master. We might be doing Brecht a disservice by pretending to resuscitate plays by him which were never alive. What seems to me, however, most harmful to Brecht's reputation in this country is the very "serious" way in which some of his texts are treated. Before being a political theorist and activist, Brecht was a superb man of the theatre, one of the greatest of all time. The British acolytes are too often ready to sacrifice the playwright to the ideologist.

In French they say that there are *Brechtiens, Brechteux* and *Brechtoïdes*. I am not sure to which of the three categories belong the producers and directors who are making Brecht so unpalatable and so unamusing here in Great Britain. His plays often survive because of their extravaganza. But British Brechtians are frightened by the extravagance and mesmerized by the ideological message. We ought not to forget that B.B. was and can still be great fun.

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# How copyright puts shackles on the teaching of drama

BROADCASTING AND HIGHER EDUCATION

Penny Griffin discusses problems caused by current restrictions on programme recording

Television is today the main source of mass entertainment and drama. Popular television soap operas have replaced stage melodrama as a focal point for wish-fulfilment, escape, and relief from dangerous domestic and social tensions, just as light entertainment has largely replaced the music halls.

As a result television and light entertainment are now as legitimate an area of study as performance on the stage. The Annan report further reinforces this view: "Never, before broadcasting, have writers been able to engage such a large proportion of the population in their work. It may be too soon to ask whether television has produced masterpieces for a mass audience which will be repeated time and time again in the years to come, and comparable in their own way with the triumphs of the Victorian novelist: *but television sees more good plays each year, we would guess, than ever get put on in the West End or in off-beat theatres"* (Italics mine).

Yet although it is now generally recognized that the bulk of work for the theatrical profession lies within television, none of this work is legally available for study to an institution of higher education unless it has been specifically contained in an "educational" programme, as a result of the Copyright (Section 10.2d). Thus as a result of the Performers' Protection Act written consent must be obtained from the performers before a record of performance is made, unless the film is for private and domestic use only.

To give an example, a colleague was preparing material for a course on comedy. He would have liked to compile tapes which extracted from Morecambe and Wise, Frankie Howard, Dave Allen *et al*, to illustrate points he wished to discuss about comic style, timing and techniques; he could only use gramophone records, which give an imperfect impression of comedy and are not specially written for sound broadcasting.

Students of theatre and drama are therefore denied the opportunity to study recordings of television drama and entertainment. It is often not practicable to watch programmes on transmission, nor is it possible to know in advance that a programme is suitable. Frequently, for example, a particular programme does not occur at the right stage of a student's course.

This impasse has been examined in the Whitford report (March 1977), but without reference to the particular difficulties of studying television as an art form. Indeed, however reasonable the recommendations of the report, they might still provide an obstacle to serious study of television comparable to the well-established traditions of theatre and film studies.

In studying television drama and entertainment there is a distinction between programmes written specially for television; plays and entertainments originally presented on stage; and adaptations from novels and other literary works. All three categories offer legitimate fields of study. Television requires its own style of writing, designing, acting and directing; it has a vast technology. Many fascinating artistic and aesthetic questions are raised by the transfer from one medium to another, and students should be made sensitive to them.

The ease with which video equipment can be handled makes it an ideal teaching tool. It is possible to show a small gesture, a particular camera angle, or a remarkable piece of editing, as many times as required. In this way it is possible to learn and appreciate many things about television drama which normally go unnoticed.

For example, few drama students at present could name a single television director, producer or designer, although the technology of television, in a simplified form, is something that many students are able to learn. Many universities and polytechnics have studios and broadcast, or "near-broadcast", equipment; some even have colour facilities. Students can compile and run programmes, learn to maintain equipment—even to build it; but they cannot study professional television in a legal and ordered manner.

Lecturers are hampered in their work. They may not use "off-air" material in the compilation of their courses; their own research is impeded by the lack of a national archive. The position is untenable and the attitude of people working on drama courses varies from "We'll record what we need and use it, and let them sue . . . if they can", to teeth-grinding frustration at an institutional policy which insists that the law be kept.

The present Copyright Act gives broadcasters protection against others making copies of their broadcasts other than for private purposes. It is possible to record a programme at home, and watch it with the family. Presumably (although the law is vague here) it becomes an infringement to invite six students to watch it, as that can be construed as a public performance. It is not permissible to ask an audio-visual aid in an institution to record a play; or rather they can record it, but they cannot replay it.

The "fair-dealing" and educational exceptions of sections 6, 9 and 41 of the Act extend to dramatic works, but neither of these exceptions assist the study of television drama as they do not apply to anything done for the purpose of broadcasting".

Another difficulty concerning drama and theatrical performances on television is that, under the Act (section 10.2d), thus as a result of the Performers' Protection Act written consent must be obtained from the performers before a record of performance is made, unless the film is for private and domestic use only.

It is virtually impossible to operate the "fair-dealing" clause and compile a tape of television extracts for teaching or research, since a short tape of extracts could involve obtaining permission from an impossible number of people—even supposing they could be traced, and also supposing that they would all grant permission. Furthermore, it would not be possible to obtain such written permission in time for it to be useful because of the lack of detailed programme information.

Individual lecturers or students could, of course, compile material for personal use, but only were they fortunate enough to possess the expensive equipment required.

With regard to the "educational" exception clauses, the BBC has negotiated special arrangements for recording specifically educational materials (other than Open University). The difficulty here is that the drama and entertainment component of the educational courses is pretty insubstantial. And, it is not "education" drama programmes that students need to study, but rather drama and entertainment from general broadcasting.

The net result of these laws is, as the Annan and Whitford reports acknowledge, a wholesale disregard for both Acts by those members of the public who possess recording equipment, and by institutions which wish to make a serious study of what television has to offer.

The Whitford committee has made recommendations, agreed by the Annan committee, which attempt to introduce some common sense into a chaotic situation. The two most important are:

(1) A levy on the sale of all equipment suitable for private recording, to be collected by retailers and forwarded to copyright owners by way of collecting societies.

(2) A negotiated blanket licensing scheme for educational institutions, commensurate with the use made by each individual institution. The licensing would permit both recording and replay, without permission having to be obtained from performers in advance. The writers and performers would themselves take a share of the licensing fees in proportion to demand for their work.

This seems fair and sensible; but, on reflection, it mitigates heavily against those institutions where there is a high proportion of drama or performance arts courses. Drama in higher education is not catered for by educational television material would, and indeed should, be drawn from general programmes [illegible] quantity of material would be considerable. The financial demands under a blanket licensing system might be [illegible] it impossible for an institution to operate the scheme and the case would be no better than it is now.

The Whitford committee is adamant that no special pleading should be allowed for educational users. However, there is a distinction to be drawn between television as a teaching aid (where the material to be studied could be conveyed in some other way were it necessary), which is how most institutions in higher education use television, itself as an art form, which is the position of drama courses.

There should be an exemption—or special terms—under the licensing scheme for material required for drama degrees and diplomas. Otherwise, it seems grossly unfair that this particular field of academic study, which suffers most under the present Acts, would continue to be discriminated against were the Whitford recommendations to become law.

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Next week: Nicholas Garnham on media studies.



Morecambe and Wise: must their screen antics be lost to teaching and research?

Janet Powney discusses the evaluation of school-based work in teacher training

# Pitfalls in assessment of the future teacher

Two current areas of enthusiasm in teacher training are school-based or school-focused work and evaluation. Their interaction questions some of the fundamental assumptions in the profession such as who does the evaluating, its purpose, what is being examined microscopically, and how? Moreover, as with any progression, it is dogged by traditions and its preconceptions.

This article is intended to highlight some of the problematic areas across a variety of teacher-training activities. The term "school-based" is used to cover all the activities carried out by teachers and student teachers at school.

To start with, *who does the evaluating?* Thousands of hours of college lecturers' time has been spent in large formal meetings to decide whether a student's performance on final school practice was C or C+. At one time the debate might even be between C and C/C+ but reason prevailed and the University withdrew and forwarded to colleges a reduced range of assessment scale to a mere 11 points.

Tutors would usually refer to school reports but school staff were not present at the meetings. Students traditionally have not been involved in evaluating their own performance. Allowances were and are made for the school situation but this in itself creates a practical problem: for a nationally recognized certificate, what does a student teach to in a quiet Convent school in Surrey that equates with mere survival in a large comprehensive in East India Dock Road? How can very different placements be equitable?

This cumbersome assessment procedure is a poor predictor of a student's future teaching career not surprisingly, since the student, the main participant, is not involved in the evaluation. It also reflects an outmoded view of the purpose of school based on hierarchical distinctions between [illegible] (the college tutors) and those who are known as the (students).

I would argue that the separation of theory and practice, as exemplified by separate modes of assessment—practical in school, theoretical via written examination papers—is an extension of an outmoded view of the purpose of school.

It is easier to see the illogicality of separating theory from practice in the assessment of in-service work. For example, a reasonable purpose for an in-service course or series of activities based on a teacher's current work could be to extend the teacher's awareness and competence in that area; awareness of the theoretical assumptions behind the teacher's various practices, and competence in implementing theories effectively in practice.

Theory and practice cannot be viewed independently; nor can evaluation be merely an activity external to the teacher.

Besides the desirability of practitioners being involved in their own assessment, a teacher's basic competence is agreed by virtue of having qualified teacher status. Unless there is a need to re-establish this basic competence by limiting the period for which an individual has a licence to teach, another method of evaluating school-based work is necessary.

This method should acknowledge the teacher's professional standing and at the same time focus on the changes within the individual teacher as a result of the in-service activities. The responsibility can be on the teachers themselves to demonstrate their increased competence and insights into their classroom practice and the theory behind these practices.

Perception of these theories and practices gives the teacher tools for change, for extending and revising skills—not as required by an outside observer or assessor but based on personal judgment and experience.

As I see it then, the more general problem for those concerned with evaluating in-service work of this nature is how best to generate and monitor methods which help teachers to gain insight into their own situation, which is unique. This uniqueness must be true of all school-based work including initial training—the problem of a Surrey convent compared with a Poplar comprehensive.

Yet radical changes have been made in initial training all over the country. Initial training courses at North-East London Polytechnic, for example, follow the pattern of our in-service courses in the sense that an important part of the evaluation process is the student's own evaluation.

However in initial training, professional status is at stake and the institution running the course is the guardian of the gate to that profession. Therefore although it may be desirable for students to make a critical appraisal of their classroom performance in the light of their theoretical insights and comments from teachers and school visitors, competence must be seen—nor left as potential.

Any attempts at integration of theory and practice, at least in initial training, should neither rely solely on the students' own evaluation nor depend solely on competence as demonstrable in practice only. The evaluation of the integration of theory and practice therefore remains unresolved.

The problems highlighted so far have been intended to reach out to the teacher's total activities in school, not just to practices within classroom walls. There are dangers that school-based evaluation might become limited by traditional concepts.

Assumptions are made by the profession, by parents, by Green Papers, by local education authorities that teachers should be involved in activities outside the



"And if that happens again Wilkins, I'll, I'll—if you'll just bear with me a second—I'll. . . ."

immediate learning/teaching environment. Pastoral care, administrative, clerical and supervisory jobs come immediately to mind.

Hilsum and Cane (1971), in their survey of the teacher's day, estimated that nearly a quarter of the teacher's time at school was spent on clerical and mechanical jobs. At the same time the conventional view of a teacher is of one who spends most of the time instructing children.

Any contemporary view of teaching must extend beyond the classroom, not just for the time itemized by Hilsum and Cane but to areas of knowledge and practice necessary for teachers to function efficiently. All teachers need to be aware, for example, of the structure of their school, the relationships between school and society, the constraints within which they are required to work, and what can be regarded as teachers' responsibilities.

Problems come when teachers move out of their traditional role, which may have been the only one covered in their training. Teachers have been fairly autonomous within a class and possibly unconcerned or at least ill-informed, about what goes on outside the class—distribution of capitation allowance, the role of managers, the purposes of L.e.a. assessment procedures. Consequently many teachers found themselves ill-prepared in the post-Bullock frenzy to write up policies for reading and may be almost as unprepared for the onslaught on the curriculum of the school which is now imminent.

*The author is head of research and development at North East London Polytechnic's department of education.*

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# Popularity polls and public spending cuts

One of the more entertaining pieces of flotsam left over from the time of troubled campuses in the United States is a cartoon strip called "Doonesbury" which started in a Yale student paper and now appears in newspapers right across America. A few years ago one of the prominent characters was the "Money Czar" (a thinly disguised William Simon) who planned to beat inflation by "money rationing". His plan was that people should only be allowed to cash cheques on alternate days depending on whether they were born on an even or an odd day of the month.

In one particular episode the Money Czar faces a hostile press conference. How long will money rationing last, he is asked. He replies: "Until we have checked the recession in the President's popularity polls. We are holding the economy hostage."

The world of Doonesbury fantasy and the world of Whitehall fact are not so very far apart. We too have a Money Czar in the person of Mr Healey. We too have money rationing, first in the form of public expenditure cuts and secondly in the shape of cash limits—which in practice can operate as more of a lottery even than the Money Czar's plan for alternate day cheque cashing. Even the motives are similar. The present policy of rationing public money (and its vote-winning corollary tax cuts) will probably be maintained until the Government feels it has emerged from its own popularity recession. In the meantime social democracy—in its 1960's sense of the creation of a more just and a more equal society mainly through the mechanism of high public expenditure—is being held hostage.

There are two reasons why the broad question of public expenditure needs to be discussed at this time of year. First, it is in November that the PESC (Public Expenditure Survey Committee) cycle reaches its climax and firm decisions about the level of public expenditure next year—and less firm ones about spending in succeeding years—are taken. Secondly, it is in November too that the first tentative indications are received of how last year's decisions are working out in practice.

A year ago *The THES* wrote: "If public expenditure in general, or spending on higher education in particular, is cut, it will be because we so choose, not because we have no choice." At that time many people disputed this statement: we dislike cuts in public spending as much as you, they argued, but there is no choice; the alternative is national economic collapse. The events of the past year have proved them wrong. The budget deficit has turned out to be much lower than expected which indicates that many of the panic cuts made over the past 18 months were not necessary after all. Private investment remains sluggish in spite of lower interest rates and the lesser demand for funds from the Government.

Unemployment has remained high in spite of, or rather because of, the cuts in spending on public services. So the straight *economic* case for cuts in public expenditure looks much weaker today than 12 months ago.

However, the approach of a general election seems to have strengthened the *political* case for cuts in the eyes of the Government. Mr Callaghan and his colleagues seem to have decided that if the people are forced to choose between full employment and better public services on the one hand and on the other fatter pay packets (for those who can find work) they will choose the second. In the short term he may be right. But in the medium to long term he faces two difficulties. The first is that the extension of the welfare state is the nearest thing the Labour Party has to a ruling principle. There are, of course, those further to the left who would be quite happy to see this principle displaced: Mr Callaghan should be careful that he is not their unwitting ally. The second is that in a mixed economy such as Britain's today the private and the public sectors are so intermingled that any policy which rests on the assumption that there is a sharp dichotomy between the two is unlikely to succeed for long.

In the immediate future nothing much can be done about the cuts. But the real target is not next January's public expenditure White Paper but public opinion. The development of the welfare state (in which it is not entirely unfair to include the expansion of higher education) over the past generation has rested on the firm foundation of sympathetic public opinion. The present level of public expenditure, which in spite of all the complaints remains high, is a reflection of the extension of public services that prevailed in the 1960s. The level of future public spending will be determined by the more negative public attitudes of today. In this respect the position is a little brighter than it was a year ago. We have escaped from Mr Healey's economic determinism about public spending: with luck we may be able to escape from Mr Callaghan's political determinism as well.

There remains the more immediately relevant question of how last year's spending intentions are working out in practice which is the other reason why November is an important month in the public expenditure year. Here we run straight into cash limits, the Treasury's panacea for controlling public spending. In fact the application of cash limits to university grants—polytechnics and colleges are protected from the full rigour of cash limits by their more tortuous financing—has produced confusion and reduced public accountability. First, it has made sensible planning for the future, or even for the current year, extremely difficult. In the past universities were at least assured of the use of a fixed amount of resources. Now they cannot be sure how much their grant will actually buy.

The second objection to cash limits is that no one can really be sure who is taking the real decisions. Is it the proper constitutional bodies—in the case of higher education, the DES, the UGC, and the local authorities—or is it trade unions by press wage claims with different degrees of success or even bankers who mark the value of the pound up or down for good reason, for bad reason or for no reason at all? It can be argued that the second group is just as influential in fixing the real level of public support for higher education as the first in a time of still rapid inflation and under a policy of cash limits.

There will always be deep political divisions about what proportion of the GNP should be devoted to consumption, private and public, and to investment, again private and public. But surely there should be no disagreement that once a decision has been taken, it should at least be effective. Having set our great public services adrift on a sea littered with the debris of deflation it seems sensible to provide them at least with rudders.

# LETTERS TO THE EDITOR

## Anomalies of the new fees

Sir,—Your welcome leader on present Government policy in relation to university fees draws attention to a number of the inadequacies of the present "new" fees structure (*THES*, October 28).

Self-financed students are particularly hard hit by the present anomalous system which is unjust to both home and overseas students alike and my own university is not alone in having gone on record in favour of moving towards the abolition of fees. The following points can be made in favour of a rapid abandonment of the "new" system.

First, the overseas student, having gained his place on academic merit, not unnaturally wonders why he is differentiated against in terms of fee. The apparently simple argument in favour of differential or "Robin Hood" arrangements assumes that all students from "rich countries" are rich and all students from "poor countries" are poor.

Although the former of these two propositions is more likely to be true than the latter, we have so far failed to produce any means test which has not caused hardship and inequity among home students—how much more difficult would it be to operate any fair system of differentiation for those from overseas? The willingness to accommodate overseas students in our universities was once regarded as a source of goodwill—it is rapidly becoming the reverse.

Secondly, the proportion of overseas undergraduate students is not high overall and few universities would wish to reduce it, for both overseas and home students benefit from the meeting of cultures which takes place. Our universities select purely on the basis of academic attainment and this is a question of quotas an almost impossible approach to operate.

Thirdly, another major casualty of the new system is the home-based, self-financing postgraduate student for whom the fee is now prohibitive. Many disciplines which are important to our national future are now unable to attract sufficient home students while, in addition, the research support available through the research councils has suffered because of the higher rates of fee now payable.

Fourthly, there are still overseas postgraduates prepared to undertake courses in this country, but the days when universities might accept overseas students of unproven ability are long past. Most now operate rigorous selection procedures and the overseas postgraduates admitted make considerable contributions to our research which should be seen clearly as a benefit to the United Kingdom. This is moreover particularly true in engineering—an area in which both the Government and the Science Research Council are currently attempting to encourage increase.

Fifthly, whether or not the above arguments are accepted, the uncertainty to which all self-financed students are currently subjected is patently unjust. During the last year many students have been faced with very large increases in the cost of completing courses embarked upon on terms which radically changed in mid-stream as a result of Government policy.

Last this letter should convey the impression of intemperateness at a time when the country has been passing through a period of extreme economic difficulty, I would wish to stress that the universities corporately have already absorbed a considerable cutback in resources resulting in hardship for both staff and students alike. In all of this the student body is the most vulnerable, whether through direct financial pressure or reduced facilities.

Many of us feel that, as members of the same institution, the least they should be entitled to hope for is equity of treatment regardless of their countries of origin with, at the same time, an expectation of being able to complete their courses without a radical change in "the rules of the game" half way.

It should surely not be impossible for the Department of Education and Science to achieve a solution which is both equitable and reliable, for the continual erosion of the financial stability of the universities has left them in a position where there remains little ability to offset the uncertainties and inequities of Government policy.

Yours sincerely,
G. D. SIMS,
Vice-chancellor,
Sheffield University.

Sir,—I have noted, with interest, the report, "£120m Whitehall package to aid poorer overseas students" (*THES*, October 14). The problems facing these students are indeed acute, not only due to the enormous fee increases to which they have been exposed, but also because of the indifferent attitudes of some of their sponsoring governments.

Sympathy with these students (a number of about 75,000 was mentioned) should not cause us to neglect the plight of the 200,000 or more mainly indigenous students attending full-time non-advanced courses in our colleges. The Secretary of State is said to favour a policy of positive discrimination in favour of poorer overseas students. I wish she would do something about the positive discrimination against our native full-time students attending courses for which there are no mandatory awards.

Many of these students are in the 16-18 age group and, in contrast to those in universities, do not receive free books and stationery, receive no travelling allowances, have to provide their own spectacles, breathing and equipment and, in many places, do not receive concessionary meals. In some, but not all, areas they do qualify for secondary school maintenance allowances.

Those over 18 on enrolment have to pay fees in addition and do not qualify for secondary school maintenance. Because any awards received are not mandatory, they are subject to indiscriminate cuts or discontinuance without notice, so that a student embarking on a two or three-year course has no guarantee that an award for the first year will be continued subsequently.

The contrast between the treatment both of the mandatory award students with one GCE A level and of the 16-year-old student with no qualifications who wishes to stay at school in the "new sixth form" and the treatment of the non-mandatory award student in further education with equivalent or better qualifications is quite indefensible. The situation is now made worse by the grants payable through the Training Services Agency to young people of the same age groups attending TSA sponsored courses.

As if this were not bad enough, some of the TSA courses are very similar to the normal further education courses, rejects from which can apply for a TSA grant. This Gilbertian situation surely needs investigation and the development of a rational financial support policy for all post-school students. Otherwise, full-time professional and vocational courses will become a luxury for those whose parents can afford them.

Yours sincerely,
A. G. PEACE,
President,
Association of Principals of Colleges, Bolton Technical College.

## Penang University

Sir,—You have recently carried advertisements for a considerable number of vacant posts (including a chair in sociology) at the University of Penang, Malaysia.

Following investigations of the case of a sociologist and colleague, Dr Syed Hussain Ali, a lecturer in sociology at the University of Malaya, Kuala Lumpur, who has been held without trial at Kamunting detention camp since December 1974, and unsuccessful representations on his behalf, the executive committee of The British Sociological Association has decided to "black" all posts in sociology in Malaysia until Dr Ali is either released or brought to trial.

I would be glad to provide further information for anyone considering applying for such a post.

Yours faithfully,
ELITE KELSALL,
President,
British Sociological Association,
13 Endsleigh Street,
London WC1.

## BSA and Gould

Sir,—Under the unpleasantly unsympathetic headline "Professor Gould ducks out of BSA" your correspondent Sue Reid (*THES*, November 11) reports that Gould "has refused to appear before the professional ethics committee of the British Sociological Association to discuss the 'naming of names' in his controversial report on Marxist influences in higher education".

Neither they, nor he, apparently, you seem to see anything irregular about the proposal to haul Gould over the coals for allegedly charging certain named members of the BSA with professional bad faith, before any impropriety has been made into those alleged charges themselves. But why should it be simply taken for granted that all members of the BSA must be innocent of any unprofessional impropriety, and that the only possible offence is that of falsely defaming some member of the remarkable body of paragons?

The BSA have been, as it were, proposing that Professor Gould was guilty of perjury committed at a trial which never took place. This whole procedural charade surely suggests rather sharply that whatever the BSA and its professional ethics committee are primarily concerned about can surely be the establishing and maintaining of the highest possible standards of devotion to truth and fairmindedness?

Yours sincerely,
ANTONY FLEW,
Professor of philosophy,
Reading University.

## Scottish postgraduates

Sir,—Mr Hector Thomson (*THES*, November 4) sees differing formal entrance requirements at undergraduate and postgraduate level as a barrier to more postgraduate students than Glasgow University. I must say that although there are a number of obvious reasons for the different quotas that one had not occurred to me.

Universities, as autonomous institutions, are free to frame their formal entrance requirements as they think fit and the University of Strathclyde is proud of its open tradition and of the significant numbers of mature students who achieve high standards in their degree studies.

Mr Thomson should not confuse formal entrance requirements with actual entrance standards and in any case I would have thought that it was the standard of the eventual degree that mattered rather than any general impressions of entrance standards.

Mr Thomson has read much more into David Walker's words on the attractions of Glasgow University than I am sure was intended. The point being made was that most students residing in the Strathclyde region go to one of the local universities. In this sense it is true that the two universities together scoop the local pool as far as universities elsewhere are concerned.

Yours faithfully,
DAVID MORRELL,
Registrar,
Strathclyde University.

## Lecturers' pay

Sir,—At a time when the Association of University Teachers is campaigning to persuade the Government to be a little more generous in its response to salary claim, it is interesting to note that the Ford Motor Company has published its salary scale for college-based sandwich students.

This reads that undergraduate students, age 21, will receive £3,333 per annum, plus fringe benefits such as subsidized lunches. Unsandwich lecturers who are on the bottom point of their scale are now paid £3,333, and in many cases are responsible for visiting and tutoring students working at Ford during the industrial training year.

This differential appears to be a ridiculous anomaly now that the Ford Company is funded partly by the Government (taxpayers).

Yours faithfully,
I. L. ANDERSON,
Senior lecturer,
Department of management studies,
Loughborough University.



# Castro's children

## Hugh Thomas discusses Oscar Lewis's last project and the light it throws on Cuba today



Cuban propaganda picture of an agricultural cooperative.

Oscar Lewis, professor of anthropology at the University of Illinois, became famous in the 1960s for a number of studies of Mexican life (*Children of Sanchez* was the most famous) in the course of which he very cleverly reconstructed taped interviews with people who talked to him so as to create, in effect, autobiographies. In 1969, he, his wife, and a large team of interviewers went to Cuba with a handsome grant from the Ford Foundation, and the agreement of the Cuban government, to begin work on the new, ambitious task which is commemorated by this book* and its successors. It represents a serious, honest attempt to express what the Cuban revolution has meant to poor people from a shanty town outside Havana.

The size of the operation was large, and Lewis had the funds to recruit numerous local Cuban interviewers. They concentrated on a shanty town, Las Yaguas, which Lewis had visited in 1946 and which, though by 1969 the families who had lived there had been moved to new housing estates distributed throughout Havana: Las Yaguas, a slum of 3,000 mostly black people, with houses built from the palm bark from which the place originally took its name, had been razed to the ground.

After a time, however, the project ran into difficulties. Some of the people interviewed had harsh things to say about the Revolution, and in particular a certain "X", whose account was later confiscated (and therefore cannot be published), approached Lewis independently and ventured upon [illegible] all his hatred of living [illegible] hate and his love for the USA. "X" was [illegible] enough [illegible] the Revolution, worked as a chairman of public health for his local defence committee and, where Benedi has obviously become something of a leader in the revolutionary institutions, Salazar has become an efficient and competent, and no less essential, cog in the works.

Finally, Gabriel Capote, unlike the other three, came from a small town in the country and had no sense of belonging to a neighbourhood that the other three had. A waiter, who claimed (falsely) to be closely related to the ex-dictator, Batista, he worked consistently well in his job and was early on very enthusiastic for the Revolution. For a time he was even a member of the Union of Young Communists but he resigned when that organization asked him to go to the country to cut cane and leave his family in a rotten one-room flat. (Afterwards, however, he left his wife for another woman.) In the last year or so before 1970 he became rather critical of the Revolution's bureaucracy, though less embittered than Barrera.

So far as personal lives and beliefs are concerned, this volume produces a lot of evidence for thinking that, despite what has happened on the surface, the turbulent years of Revolution have left people much as they were. It is surprising to find Oscar Lewis as a De Tocqueville of the Cuban Revolution, but he leaves no doubt that in the new housing estates, as in the old slum, sex is the driving, dominant obsession of all and sundry. None of the men and few of the women who come into these stories are faithful for long to their companions, all the marriages break up, quarrels and fights over women are continuous. The personal quarrels and love affairs could have been abridged with benefit.

Then it is interesting to be assured by this book that *Santeria* and the fiesta of the *Palo* (stick), *Abacua* and other Afro-Cuban, half-Catholic, half-African cults survived virtually unchallenged in 1970 —though at that time the difficulties of finding chickens for the ceremonies in Guanabacoa, just next to old Las Yaguas, were described to me as intense. Communism among some has simply meant [illegible] there is an extra deity: Lenin goes alongside Santa Barbara and Yemaya. ("I have a bust of Lenin, an altar to Yemaya", says Benedi.)

This volume, the first of three, is constructed around the lives of four men (*Four Women* is expected to appear soon). The first subject, Benedi, was nearly 70 when Lewis and his team interviewed him. He was (is?) a black carpenter and president of the local neighbourhood committee for the defence of the revolution (a neighbourhood galvanizing organization) who had always been fairly interested in politics, being associated with the old Liberal party when young and with the communists in the 1950s. Experienced and philanthropic, his long and interesting autobiography suggests that he was the sort of man who, in the end, when sex had ceased to be a devouring passion for him, would inevitably have turned to political management of one sort or another: as a retired colonel might become a magistrate.

Alfredo Barrera, in his middle thirties when interviewed, is a mulatto plasterer who was son of the old mayor of Las Yaguas by an Italian immigrant. He joined the Communist party in 1956, supported the early expropriations of the Revolution but turned against it fairly strongly after 1967, when all small businesses were forcibly closed down and the economy became an entirely state concern. He has become a voluble critic of the Revolution while admitting some of its benefits. For example, of Castro he says that: "People's eyes have been opened by his unfulfilled promises. He's been caught in the net of his own lies" (page 209). (The publication of *Four Men* will surely damage him unless he has already suffered for his assertions, which were presumably read by the politi[illegible]

Nicholas Salazar, a white pedlar, pimp and kitchen worker before 1959, became a steady worker for the first year after the Revolution, worked as a chairman of public health for his local defence committee and, where Benedi has obviously become something of a leader in the revolutionary institutions, Salazar has become an efficient and competent, and no less essential, cog in the works.

Finally, Gabriel Capote, unlike the other three, came from a small town in the country and had no sense of belonging to a neighbourhood that the other three had. A waiter, who claimed (falsely) to be closely related to the ex-dictator, Batista, he worked consistently well in his job and was early on very enthusiastic for the Revolution. For a time he was even a member of the Union of Young Communists but he resigned when that organization asked him to go to the country to cut cane and leave his family in a rotten one-room flat. (Afterwards, however, he left his wife for another woman.) In the last year or so before 1970 he became rather critical of the Revolution's bureaucracy, though less embittered than Barrera.

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Most of the men who come into this book have, despite many beneficial changes, a very determined (and unchanged) belief that women are absolutely inferior beings and Capote is strongly racist. The charms of life in the old slum are vividly described by Barrera, though he is admittedly a bolshy personality (as he would have been described before Bolsheviks got anywhere near power). He recalls with nostalgia the number of little cheap restaurants that there used to be, the *variety* of types of rice, coffee, vegetables and so on. In a particularly important and interesting chapter (chapter six of his story) Barrera says explicitly, "we don't eat as well now as we did before the Revolution" (page 244).

The Government has given work, health, education; all those interviewed seem content that, on the fact needs to be faced that despite much unemployment and underemployment, *most* Cubans before 1960 did have [illegible] were *not* of school age; and most Cubans were *not* ill. Thus for this majority, the Revolution must have been a mixed blessing in many respects even though they would acknowledge and on occasion profit from the new health and education services. But some people would prefer a constant supply of good vegetables to the promise of injections when they get ill from under-nourishment: others just liked the old sweet potatoes which, like many many other good things of the past, such as bars and cigars, are few and far between. "It seems wherever Russian iron touches a piece of land, no more sweet potatoes grow on it", says Barrera.

Another consistency in life before and after the Revolution (a point made implicitly not explicitly) is this: either before or since 1959 no one has any sense that law should (or could) be something different from the state. Before 1952 politics was quite an enjoyable game for a few keen people but, both under Batista (1952-59) and since, nobody regrets that game very much. At least, not among the population of Las Yaguas. Nor does anyone have much to say about long-term political matters. No one even hazards the speculation that it might just possibly have been wrong to emphasize sugar so strongly in the new economy (which thus turned out not to be so new after all). I doubt whether such people's tongues are quite so silent now in respect of Castro's intervention in Africa.

Some doubts must attach, as they did with *Children of Sanchez*, to Oscar Lewis's selection. These people are in no way "representative" of modern Cuba in the exact sense of that word, for Professor Lewis seems to have chosen them as others might choose a person to ask the way from: thus he chanced to meet Benedi in 1961, "a fascinating old negro who speaks fluently and with wisdom and dignity. . . . This man was a wonderful character. I enjoyed him very much and felt he was a capital subject for a life history". But presumably Benedi talked to Lewis in 1969-70 because he was the man in control, as president of the defence committee. It is not clear how the others were chosen; "families that represented different socioeconomic levels were sought out for study; others were met by happenstance".

The four men in this book would probably represent themselves as being respectively 90 per cent in favour of the Revolution (Benedi), 80 per cent in favour (Salazar), 80 per cent against (Barrera), and (Capote) about 55 per cent in favour. Remembering that Lewis's team was helped by a number of Cubans (most of whom were members of the Communist Youth) and bearing in mind that, except for the indiscreet "X", opponents of the regime would probably be less likely to collaborate and talk than friends of it, a cautious observer might guess that, in 1969-70, the Revolution had the enthusiastic support of about half the population. That is my own doubtless superficial judgment after last being in Cuba about the same time as Lewis. But I would freely admit that that is a subjective and artistic not a scientific judgment, just as Lewis's selection of people to interview looks like deriving from the instinct of an artist, not the calculating table of a scientist.

"The government has asked too much of the people" is Barrera's judgment, "everyone distrusts everyone else because nobody knows who's in favour of what, and there have been many cases where a mother has betrayed her son or a man his brother or his friend". That remark of Barrera's (page 209) seems to me likely to reflect the truth of what many people us a whole think in Cuba, since after all it is known that the number of political prisoners are legion (that subject is scarcely mentioned here) and if such a thing is said by a poor mulatto plasterer who was once a communist, then it will certainly be being said by people who were once middle class (about whom this study explicitly was not, but who do have a right to views). But I have no evidence of that and many people would answer, as Salazar would: "Sure there's still poverty under Fidel, but poor ignorant people aren't treated like animals", or point out Benedi's: "as for me, I'm completely in love with this Revolution. In love, in love, in love". Well, he should know, since by his own account, he's had a great deal of experience of love. But then some of his other views are drastic and do not suggest he is quite so wise as Lewis first thought. Delinquents would not like to live in a state where Benedi was dictator: "I'd advise Fidel to have an incinerator dug about 40 or 50 metres deep and every time one of those obstinate cases came up I'd drop the culprit in the incinerator, douse him with gasoline, and set him on fire."

Castro was, of course, quite wrong to suppose that Lewis's findings would only give comfort to enemies of the Revolution, but they must certainly give *some* who speaks fluently and with wisdom and dignity. . . . This man was a wonderful character. I enjoyed him very much and felt he was a capital subject for a life history". But presumably Benedi talked to Lewis in 1969-70 because he was the man in control, as president of the defence committee. It is not clear how the others were chosen; "families that represented different socioeconomic levels were sought out for study; others were met by happenstance".

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Castro was, of course, quite wrong to suppose that Lewis's findings would only give comfort to enemies of the Revolution, but they must certainly give *some* comfort to them, even though many of the findings are quite positive. What the regime will find hardest to credit perhaps, is that, even among these poor people, as Benedi admits, there is some looking back in the new housing estates to the old slums and there has been some loss of community spirit: in Havana as in Liverpool. Perhaps, however, that is a purely male view. There, as in other respects, *Four Women* may have some corrections to make.

*Four Men: Living the Revolution. An Oral History of Contemporary Cuba* by Oscar Lewis, Ruth M. Lewis and Susan M. Rigdon, University of Illinois Press, £11.25.

# BOOKS

## Michaux's infernal rhythms

**Au Pays de la Magie, by Henri Michaux**
**edited by Peter Broome**
**Athlone Press, £6.00 and £2.75**
**ISBN 0 485 14711 4 and 12711 3**

**Henri Michaux**
**by Peter Broome**
**Athlone Press, £5.75 and £2.50**
**ISBN 0 485 14605 3 and 12205 7**

These two volumes belong to the Baconian category of books to be "chewed and digested", in this case by anyone interested in French poetry and unable to conceive of worthwhile intellectual pleasure without intellectual effort. They represent a major achievement in the study of a reputedly "difficult" writer whom the French have nevertheless considered, for the past 10 years at least, as one of the *classiques du XXe siècle*.

From this point of view, it comes as a surprise that in *Au Pays de la Magie* we apparently have the first critical edition of a work by Michaux; and it will therefore be doubly welcome if—as it amply deserves to do—it prompts similar scrutiny of other individual texts.

Specialists may quarrel over the choice of *Au Pays de la Magie*, but its (deceptive) surface simplicity is sure to give encouragement to the first-time reader who may have heard only of Michaux's hermeticism. More significantly, it is as characteristic as anything by this Proteus figure: to enter his poetic universe is indeed to venture into a boundless land of magic where poetry is subject to shifting definition, a land that diverts, disturbs, defies.

For the exploration of this unique territory we have a sure-footed guide in Dr Broome. His introduction illuminates the thematic and stylistic areas of interest in an imaginative and stimulating manner, while the unobtrusive commentaries —necessarily original given the virtual absence of previous close-readings—combine sensitive exegesis with an impressive variety of parallels and contrasts to be found elsewhere in Michaux, a combination never before attempted (either in English or in French) for any single text, and one which affords the reader a sense of global familiarity with Michaux's world.

The companion study is equally a labour of love and scholarship. Animated by an eagerness to share insights, sustained by the conviction of the artistic worth, ideological profundity and sheer liberating fun of Michaux's work, it is the product of an acute mind in phase with the poet's "infernal rhythms", and yet always aware that what it transmits ultimately remains approximations.

Particularly outstanding features of this monograph are its biographical section, attuned to the work of a man whose existence is a prolonged endeavour to escape the fixity of definition and classification, and its scope, in spite of the constraints of length. For instance, Broome has managed to find space for a chapter on Michaux's painting, probably the first such account in English; its ingeniously organized chapter on themes, which allows for an appreciation of the chronological development and simultaneously preserves the integrity of the individual works discussed; and its vigorous style, often arresting in its collocations, generally reflecting the empathy between author and subject, and always ensuring elucidation without emasculation.

**D. M. Jamieson**

## Gleaning

**Political Philosophy and Party Politics**
**A study of the Origins of**
**by John Zvesper**
**Cambridge University Press**
**ISBN 0 521 21323 1**

Latest gleaner in a wel... here is a study of the ... political parties and ... unashamedly to words ... Thus far it follows the ... scholarly fashion, which ... turned away from the ... of the marketplace and ... to the pre-Constitutional ... order to detect and ... "architectonic" ... government. For we do ... Mr Zvesper, to read ... early partisanship as ... building devices of ... "accommodationist" ... party. Though critics ... have been few, yet ... temporary aberration; ... politics-of-interest is ... because there have ... periods of implacable ... over politics-of-principle.

One such confrontation ... the years 1793-1800, ... Republicans were ... lists. The familiar ... respective postures ... retouches.

Where his book ... is in systematically ... by means of copious ... Sidle's consistency when ... its own notions about ... origins, extent and ... government. The literary ... their strife is then ... reveal a discrepancy ... oric and practice ... author's view) of the ... between the practical ... rhetorical necessities of ... political philosophy".

Well-worn by now no doubt ... of "style" plane, the "ideal ... do their reports arrive ... three ... considerable ... already in print—Peter ... Chaney's study of the ... party's formative years, and ... Miller's of the Philadelphia ... torate—have appeared to ... to benefit this volume. ... Zvesper's eye has missed ... his diligent plying of ... paste anthologizes not ... men but the host of ... philereers and letter-writers, ... sermons, the tracts and the ... of July orations. The ... generated its own vernacular ... logy. As a guide to primary ... alone this book is well ... money.

True, the accumulatory ... provokes certain standard ... tions, of which the author ... sophisticated to be unaware. ... the literate and vociferous ... behind them in print, ... hortatory or didactic, is not ... evidence about what their ... contemporaries felt. And how ... of the latter really agonized ... the subtle distinction ... Federalist "virtuous aristocrat" ... and Republican "party of ... prise"? May one not ... fer that what most ... wanted was what most ... wanted—freedom and ... more widely spread? To ... Zvesper would no doubt reply ... his concern is not merely ... substance of party polemic ... with its impact as propaganda ... makes his case for concluding ... "Republicans owed the success ... their ... partisanship ... rhetoric", and that to ... spective ... the idealist rhetoric ... American party politics ... the Republican ... Federalist model".

In shape his book bears ... trace of the *déformation ... sionelle* imposed by a PhD ... that is to say, it is long ... pilation, short on reflection ... blurb promises a last chapter ... will "underline the significance ... the electoral revolution ... 1800" in which the study ... nates. But that turns out ... tween 177 of exposition and ... page infrastructure of footnotes ... remains to add that both ... and style fully uphold the ... standard we have come to ... from American studies at the ... versity of East Anglia.

**Vivian**

## Molecular

**Principles of Physical Chemistry**
**by Robert M. Rosenberg**
**Oxford University Press, £19.75**
**ISBN 0 19 501 9873**

A new physical chemistry textbook should be well received, the old standard books having grown a little long in the tooth.

Dr Rosenberg's book attempts to cover the subject without shirking mathematical difficulties and adopts a molecular approach at an early stage, presenting an outline of kinetic theory, a wave mechanical description of atoms and molecules and a discussion of spectroscopy and statistical mechanics before moving on to classical thermodynamics and kinetics. The book ends with the now compulsory sections on solids, liquids, surfaces and macromolecules. This approach has many advantages, although ... example, the relationship between the classical and statistical discussion of entropy is not pursued effectively. Indeed, the book generally ... Rosenberg's ... different chapters.

The writing of a successful general physical chemistry textbook makes great demands on the author since the coverage must be consistent. No one, nowadays, can claim to be equally conversant with all aspects of the subject and even assessing the relative importance of the many topics to be covered requires an exceptional talent if the book is to have a wide appeal. Such a choice is, of course, subjective but it must meet certain ground rules if it is to achieve acceptability and some of Rosenberg's decisions are questionable. The Schrödinger equation is introduced in a helpful, logical manner yet is first applied in a discussion of the hydrogen atom and the physical principles are lost behind a welter of mathematics. Solution kinetics warrants one paragraph and intermolecular forces, as applied to gas imperfections, little more.

To his credit the author uses references liberally to extend the scope of his book, yet, once again, the approach is uneven. His detailed discussion of the wave mechanics of atoms and molecules makes good use of recent research papers, while his sketchy description of reaction dynamics cites books and reviews which are over 10 years old. A great strength of the book is the large number of numerical problems it provides and the author makes good use of exercises in the text itself. Many are taken from research papers and experimental data are used extensively for illustration, although the descriptions of experimental techniques are very brief.

The book is aimed primarily at the junior and senior years in American universities. It requires some previous exposure to many of the subjects covered and so is unlikely to appeal to first year students in the United Kingdom while a general physical chemistry textbook has limitations for second and third year students, who tend to use more specialized books. So the book is unlikely to find its way on to many student bookshelves in this country. It cannot be recommended as a main line textbook because of its omissions, but that is not to deny the excellence of many of its sections.

**M. J. Pilling**


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# BOOKS

## Naturalist's story

**The Spirit of System: Lamarck and Evolutionary Biology**
**by F. W. Burkhardt**
**Harvard University Press, £11.55**
**ISBN 0 674 833171**

Jean-Baptiste Lamarck is commonly associated with that much ridiculed idea, the inheritance of acquired characters. And, for many biologists, he, rather than Darwin, was the founder of evolution". Further, namely, neither of these over-... themes plays a major part ... Burkhardt's book. Instead it pro... a careful reconstruction of the ... exact chronological development of ... Lamarck's belief in transformism, ... attributing special importance to his ... disposal of spontaneous generation, ... study of geology and paleonto... ... and his intimate knowledge of ... invertebrate zoology.

Burkhardt also emphasizes Lamarck's description of himself as a "naturalist-philosopher", an attribution which reveals Lamarck's belief that the aim of science is the construction of a general system of nature. Such a project entailed both detailed observation of the natural world and attention to philosophical premises and method. But while Lamarck's natural history is ... admirably described by Burkhardt, he hardly touches the philosophical dimensions of his thought. This discrepancy reveals a separation in Burkhardt's mind between observation and ratiocination which Lamarck himself explicitly rejected.

Although Burkhardt uncritically ... Lamarck in the evolutionist ... camp and labels him a "mechanist" ... he does not teach us much about ... either evolutionary traditions or ... mechanistic thought. It is inadequate to assign titles without a critical and informed evaluation of ... what they imply. It is now a commonplace in history of science that ... Lamarck's views were so different from those of the Darwinians that ... they can hardly be bracketed together. Similarly his philosophy of ... life could be described as "vitalist" ... just as easily as "mechanist". ... These points should be an object ... lesson in the fallacy of labelling.

As the title itself reveals, the book is fraught with the author's ambivalent attitudes towards Lamarck's achievements. *The Spirit of System* refers to Lamarck's attempts to put his observations into an all-embracing order in a way reminiscent of the *philosophes* such as Diderot. The subtitle on the other hand, *Lamarck and Evolutionary Biology*, associates Lamarck with later nineteenth-century traditions. Since the word evolution was never used by Lamarck (indeed he died some three decades before anything called evolutionary biology came on the scene) this is a misleading description of his work.

Although Burkhardt compares Lamarck with some of his contemporaries, he does this principally to establish the extent of Lamarck's originality. It may be important to know how far Lamarck's ideas were novel, but it is not the most exciting historical question. Lamarck's social presuppositions, shared with many contemporaries, also need investigation, as do his associations with philosophical and medical traditions. Because these issues do not fall within the standard renderings of Lamarck as either an eighteenth-century naturalist or a pre-Darwinian evolutionist they tend to be ignored.

Burkhardt has written a much-needed intellectual biography of Lamarck, but one which does not encompass the whole of Lamarck's *oeuvre*. His physico-chemical theories, his ponderings on scientific method, his special interest in the nervous system and psychology are mentioned only in passing.

Judging by the amount of detail, the book is written for specialists in the history of science. The large number of lengthy quotes from the writings of Lamarck and his contemporaries (all translated into English) also makes it suitable for those as yet unacquainted with the original sources. The author has provided a valuable and detailed account, using manuscript material, of Lamarck's activities as a naturalist, in so far as they bear on his transformism.

**L. J. Jordanova**

## Current-current theory

**Weak Interactions**
**by David Ballin**
**Sussex University Press, £9.00**
**ISBN 0 85621 023 4**

Particle physics is an area of study ... the frontiers of physical knowledge, and vast strides have been made over a period of decades. This is particularly true in the study of ... processes, where our understanding has progressed considerably. *Weak Interactions* aims to ... the graduate student in particle physics the rather sophisticated current-current theory which is now believed to explain the way in which the weak interaction enters ... a description of particle decays. The main part of the book is ... divided according to the natural division of weak process into those ... involving leptons only (muons, electrons and neutrinos), purely hadronic decays which violate ... supercharge or parity conservation, and mixed processes. These latter, ... semileptonic processes, occupy the bulk of the discussion. The Cabibbo Hypothesis for the form of the hadronic current is stated after ... covering the necessary groundwork ... the well established SU(3) theory of hadron states, and the ... argument for its justification is ... clearly given. This is a delightful feature of the book—the way in which theories (as opposed to facts) are clearly presented as such, and ... theories are justified by reference to observed physics and the manner in which it is believed mathematical theories of physics should behave, as appropriate.

The Cabibbo Hypothesis is then used as the jumping-board for concrete physical predictions. This is the most valuable aspect of this book, for any theory of the weak interaction between fundamental particles must eventually stand or fall by its predictive power. A comprehensive discussion follows, beginning with computations of the hypercharge conserving processes such as pion decay into a muon or electron, beta decay of the pion, neutron, kaon, sigma and xi particles, muon capture by a proton and neutrino-nucleon scattering processes. The treatment is comprehensive and well-presented, especially the very complex nucleon processes.

The closing chapters include two topics which branch from the mainstream of the book. The first of these topics is an ample discussion of the state-of-play with regard to describing the *weak* and *electromagnetic* interaction by a unified theory. This is followed by a short chapter on the lack of invariance under charge conjugation *and* parity reversal manifest in the neutral kaon system.

The book has a superficially unattractive air as it is paperback, printed with unjustified lines and a restricted character set (no bold or italics in a text crammed with formulae!). However, this is something which a narrow market must put up with in an inflationary age, and for a specialist textbook of 400 pages it cannot be considered expensive.

The interplay of mathematics and physics, a basic feature in the study of theoretical physics, is brought out extremely well, although it may be somewhat hopeful on the publisher's part to describe the book as "most suitable for first year graduate students"; I suspect most graduates will need a good further grounding in quantum electrodynamics before being able to appreciate the material presented here.

**N. P. Mett**


**LAING**
*Just published*
R.D. Laing: The Philosophy & Politics of Psychotherapy
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The University Presses of
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2-4 Brook Street, London, W1

# BOOKS

## The public image of a pragmatist

**Sun Yat-Sen: Frustrated Patriot**
**by C. Martin Wilbur**
**Columbia University Press, $20.75**
**ISBN 0 231 04036 9**

Sun Yat-Sen's place in Chinese nationalism is assured. A peripatetic revolutionary for 16 years, he succeeded in overthrowing the Manchus, the last foreign rulers of China. This ended more than 3,000 years of dynastic rule and ushered in a constitutional republic fashioned after the United States. Today, he is revered by the Nationalist Government in Taiwan as *Kuo Fu*, Father of the Country, and is still honoured on the Communist mainland. In the annual celebration of National Day, his portrait has been displayed at the Gate of Heavenly Peace in Peking with that of Mao Tse-Tung and other Communist dignitaries.

Yet the problem which any biographer of a Chinese leader comes up against is to find the "real" man behind the public image. So strong traditionally was the belief that a man's public duty should be sharply separated from his private interest, so exclusive was the devotion to the Confucian ideal of public service, that even the personal diary of a Chinese official or politician tended to be written more as a reinforcement of this Confucian commitment than as a means of expressing his personal life. Although Sun's collected works run to more than 2,000 pages, they throw little light on his private life and complex personality.

Since Mrs Lyon Sharman wrote her critical biography, *Sun Yat-Sen: His Life and its Meaning* in 1934, western historians, making use of new materials, have tried to reassess many aspects of Sun's remarkable career. In 1970, Professor Harold Schiffrin combined history, sociology and political science in his book *Sun Yat-Sen and the Origins of the Chinese Revolution*, the most comprehensive picture to date of Sun's rise to power up to 1911.

Now Professor Wilbur analyses the second half of Sun's career from 1911 onwards, concentrating on three themes: Sun's fund-raising efforts; his repeated attempts to seek foreign aid from Japan and the western powers, Great Britain, France, Germany and the United States; and his eventual alliance with Russia. This alliance is put in the wider context of his Southern government in Canton with the ultimate objective of unifying China and gaining international recognition, and of the reorganization of the Kuomintang, admitting into it members of the Chinese Communist Party. The seed was sown for the internecine strife between the Nationalists and the Communists from 1927 onwards—not that Sun had any premonition of it then.

With detached scholarship yet obvious empathy with Sun, Wilbur presents him as a "frustrated patriot" obsessed with a dream: a reunited China under a republican government with a socialist economy, industrialized and sufficiently strong to take its rightful place among world powers. From this dream sprang both Sun's strengths and weakness: his indomitable courage even when his life was in danger, his irrepressible optimism, his supreme confidence in himself and his role in history, his resolute determination, eclectic intellect and opportunistic pragmatism, but also his naive impracticality, stubbornness and frequent inconsistency. In order to realize his dream, Sun would ally with any warlord who would support him, and would solicit foreign aid in return for territorial and economic concessions which could only tighten the foreign shackles on China. When these powers persistently ignored his appeals, he turned to Russia, and the resulting alliance was formed in the same belief that the end would justify the means.

Even though Wilbur's focus is on Sun, it is nevertheless unsatisfactory that he dwells so little upon the interaction between Sun and his coterie, men like Hu Han-min, Wang Ching-wei, Liao Chung-k'ai, Eugene Chen and the budding Chiang Kai-shek who was to play such a decisive role in Nationalist history. Similarly, it is a pity that beyond stating "he seems to have had little or no role in the May 4th Movement", Wilbur has not examined Sun's ambivalent attitude towards the intellectuals and leftwing students of that movement, many of whom joined the Kuomintang while some were admitted into it as members of the Chinese Communist Party.

Wilbur draws on an impressively wide range of materials and includes new information from archives and private papers. However he has come up against the inevitable problem that much information "which might be supplied from Soviet Russia and Chinese Nationalist archives has either been withheld or issued on a selective basis, apparently for political purposes".

He tells the story that Sun, in his first lecture on the People's Livelihood, the third principle of his Three Principles of the People, vehemently denounced Marx. This resulted in a translation of Borodin. But seven days later Sun delivered his second lecture in which he said that "communism is the ideal of People's Livelihood". Borodin responsible for the different *sotto-voce*? Similarly, Sun has been visited Britain in 1828, Sun was a socialist he was not. For short time he had a close association with Augustine Comte, who had lay claim to having founded brand of systematic theorizing about society which he called sociology. But there was nothing very systematic about d'Eichthal's analysis of British society, even though it was assiduous in collecting information.

When he sent his "impressions" of Comte, the latter, not surprisingly, implied that they told him nothing more than his own "reflections" he already shown him. Anyone hoping to find a sociological analysis of British society of 1828 will be disappointed with this book. d'Eichthal's notes, correspondence and diary entries about his year in Britain are a mixture of factual information collected ad hoc, second-hand assertions about matters such as the character of the working class, and some interesting reflections on the distinguishing characteristics of England, Scotland and France.

Nevertheless, despite its limitations, this is a fascinating book. d'Eichthal himself played an important role in the intellectual movements of his time. He was the chief disseminator abroad of Comte's sociology, taking copies of his early work to Hegel in Germany (who thought highly of it) and to John Stuart Mill in England (who took it up with enthusiasm). In the subsequent schism between Comte and the Saint-Simonians, d'Eichthal gradually inclined towards the latter side. From his family's banking wealth he provided funds to support the activities of the Saint-Simonians, just as he had helped to support Comte. Barrie M. Ratcliffe's intellectual portrait of d'Eichthal, at the end of the book, whets the appetite for a fuller treatment of his activities in these and other causes. There seems to be a mass of d'Eichthal papers available in the Bibliothèque de l'Arsenal and the Bibliothèque Thiers that would sustain such an undertaking.

d'Eichthal was only one of a number of notable French social commentators who came to Britain in the period 1815 to 1830 with the intention of observing the Industrial Revolution and its impact on society (among these were Jean-Baptiste Say, Simonde de Sismondi and Adolphe Blanqui). The problems of Anglo-French understanding were great then as they are now and its seems that myths about the alien culture die hard. Ratcliffe and Chaloner are right in suggesting that d'Eichthal was better equipped than most foreign observers to discern myth and to undertake the difficult task of understanding the emerging industrial economy and a changing society. His training in banking and commerce, and contacts such as the great engineer Brunel, who had been a fellow pupil at Lycée Henri IV, served him well, and his observations on the "economic miracle" of the Industrial Revolution were well-informed. But when it came to understanding the social impact of the Industrial Revolution, his economic doctrines and the class background of most of his informants served to cloud his vision.

**Kenneth Thompson**

## Scientists at odds with society

**Science Textbook Controversies and the Politics of Equal Time**
**by Dorothy Nelkin**
**MIT Press, £8.55**
**ISBN 0 262 140276**

Working within the Cornell University programme on science, technology and society, Dorothy Nelkin's previous investigations have included the politics of nuclear power (a case study of the proposal by the New York State Electric and Gas Corporation to build a nuclear-fuelled electric generating plant on the east shore of Cayuga Lake in the heart of New York State); the circumvention of social problems by their reduction to technological ones (a case study of methadone maintenance, a chemotherapeutical "fix" for heroin addicts); and the dynamics of technological controversy (a case study of reactions to the plan to expand Logan International Airport in Boston, Massachusetts). In her latest book she explores new territory, the politics of educationally organized scientific knowledge.

Nelkin focuses on two curriculum projects, supported by the National Science Foundation, *The Biological Sciences Curriculum Study* (BSCS) and *Man: A Course of Study* (MACOS). The former provoked opposition from "scientific creationists" and "space age fundamentalists" on the grounds that the theory of evolution was no more than a tentative hypothesis, and that the "special creation" theory of the origin of life was deserving of at least "equal time" in the classroom.

In 1972 the religion editor of the *Washington Evening Star* filed suit, "in the interest of forty million evangelistic Christians in the United States" against the director of the National Science Foundation and the board of regents of the University of Colorado (home of BSCS); citizens, it was argued, were being obliged to pay taxes to support educational activities that violated their religious beliefs; to finance educational programmes that were "one-sided, biased and damaging" to religious views was an improper use of government moneys. The NSF should allocate an equal amount for the promulgation of the creationist view of the origin of man. Later that year, both the National Academy of Sciences and the American Association for the Advancement of Science issued strongly worded statements proclaiming the separateness and mutual exclusiveness of religion and science as realms of human thought. To place creation theory on an equal footing with Darwinism would confuse children's understanding of what science was about.

MACOS, similarly, was viewed by critics as "reshaping and restructuring children away from the Christian-Judaic tradition". Congressional interest in the project's materials can be traced back to 1971; later, the Council for Basic Education criticized the NSF for supporting a course which presented "cultural relativism and environmental determinism" as a scientific explanation of the place of man in society.

Nelkin provides a blow-by-blow account of these and similar controversies over the past decade, as well as an historical context in which she reminds us of the celebrated Scopes trial. At times her style is unnecessarily journalistic ("hundreds of scientists signed a statement criticizing astrologers"; a footnote quantifies "hundreds" as 186), and her inventory of "conservative ministries", "textbook watchers" and anti-science activists includes some rather small fry. Nevertheless, this is an important book, less for the detail of specific disputes, than for the light it throws on public understanding of science. Its implications here are not encouraging, and are in line with those of other studies such as Ronald Tobey's *The American Ideology of National Science 1919-1930* (1971) and George H. Daniels's "The Pure-Science Ideal and Democratic Culture" (*Science, 156*, 1699-1705, 1967).

What are we to make, for example, of the challenge by Henry Morris, president of the Institute for Creation Research, to the director of the BSCS, to engage in public debate on the motion that "the special creation model of the history of the earth and its inhabitants is more effective in the correlation and prediction of scientific data than is the evolutionary model"? Newspapermen, television reporters and the general public were to be present and the outcome was to be determined by audience applause. As Nelkin writes: "The desire to extend personal beliefs and democratic principles to science . . . suggests a public perception of science quite at odds with the perceptions of those directly involved in its practice. . . . Concepts of pluralism, of equity . . . of wide-open participatory democracy as practised in a political context, appear to scientists to be incongruous with scientific education." Scientific theories are taught because they have achieved collegial acceptance; opinion and debate on them by those outside the community are seen as irrelevant.

If this is indeed the case, and science is inevitably in Monod's phrase, an anxious quest in a frozen world of solitude, then conflict of the type described here is not only likely, but inescapable. Nelkin makes the point that the scientists who developed the new curricula were isolated from the mainstream of American values. "Failing to grasp the differences between the structured, mechanistic processes within scientific disciplines and the more subtle, pluralistic processes of science, they were unable to effectively with the political conflict." Equally, for many of the people, science, unrelated to experience, did not serve as a satisfactory explanation of and on which to base their decisions. Consequence, they were unable to including authoritarian and rational bolt-holes of one another.

Nelkin is probably correct in assertion that much of the scientist's defensiveness stemmed from political concern about the control over the definition of as it would be taught in schools. Popular control of the curriculum did not consort well with the received function of the school as instruments for the intellectual selected children into professions of wisdom. As at the time of the Scopes trial, the fear was that "What is to be taught as science would be determined not by the consensus of the best scientific opinion but by the votes of shopgirls and farmhands."

The science textbook controversies of the seventies are a sobering reminder that science has rarely been fully accepted by the society, merely tolerated for the material benefits it brings.

**David Layton**


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# BOOKS

## French perspective

**French Sociologist Looks at Britain: Gustave d'Eichthal and British Society in 1828**
**Translated and edited by Barrie M. Ratcliffe and W. H. Chaloner**
**Manchester University Press, £7.50**
**ISBN 0 7190 1283 X**

The first part of the title of this book is a little misleading. Gustave d'Eichthal was many things when he visited Britain in 1828, but a sociologist he was not. For short time he had a close association with Augustine Comte, who had lay claim to having founded brand of systematic theorizing about society which he called sociology. But there was nothing very systematic about d'Eichthal's analysis of British society, even though it was assiduous in collecting information.

When he sent his "impressions" of Comte, the latter, not surprisingly, implied that they told him nothing more than his own "reflections" he already shown him. Anyone hoping to find a sociological analysis of British society of 1828 will be disappointed with this book. d'Eichthal's notes, correspondence and diary entries about his year in Britain are a mixture of factual information collected ad hoc, second-hand assertions about matters such as the character of the working class, and some interesting reflections on the distinguishing characteristics of England, Scotland and France.

Nevertheless, despite its limitations, this is a fascinating book. d'Eichthal himself played an important role in the intellectual movements of his time. He was the chief disseminator abroad of Comte's sociology, taking copies of his early work to Hegel in Germany (who thought highly of it) and to John Stuart Mill in England (who took it up with enthusiasm). In the subsequent schism between Comte and the Saint-Simonians, d'Eichthal gradually inclined towards the latter side. From his family's banking wealth he provided funds to support the activities of the Saint-Simonians, just as he had helped to support Comte. Barrie M. Ratcliffe's intellectual portrait of d'Eichthal, at the end of the book, whets the appetite for a fuller treatment of his activities in these and other causes. There seems to be a mass of d'Eichthal papers available in the Bibliothèque de l'Arsenal and the Bibliothèque Thiers that would sustain such an undertaking.

d'Eichthal was only one of a number of notable French social commentators who came to Britain in the period 1815 to 1830 with the intention of observing the Industrial Revolution and its impact on society (among these were Jean-Baptiste Say, Simonde de Sismondi and Adolphe Blanqui). The problems of Anglo-French understanding were great then as they are now and its seems that myths about the alien culture die hard. Ratcliffe and Chaloner are right in suggesting that d'Eichthal was better equipped than most foreign observers to discern myth and to undertake the difficult task of understanding the emerging industrial economy and a changing society. His training in banking and commerce, and contacts such as the great engineer Brunel, who had been a fellow pupil at Lycée Henri IV, served him well, and his observations on the "economic miracle" of the Industrial Revolution were well-informed. But when it came to understanding the social impact of the Industrial Revolution, his economic doctrines and the class background of most of his informants served to cloud his vision.

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## Poem-by-poem

**Tennyson's Style**
**by David W. Shaw**
**Cornell University Press, £10.00**
**ISBN 0 8014 1021 5**

Professor Shaw's approach to Tennyson's style is mainly through chronological poem-by-poem analysis. The introduction raises several issues in an interesting and original manner but hardly introduces the book.

The concluding chapter identifies six main features of "the style": repetition, which makes the language circle back on itself; "resourceful hovering" in syntax and the use of dramatic monologue to present "the sanctions and motives on each side"; appositional grammar and two-way syntax by which "precise meanings are free to dispose themselves in a variety of ways"; "skillful navigation between closed and open, or stable and unstable, use of language"; suggestiveness, especially of imagery, together with clarity of sense; the combination of direction and indirection so as to respect the elusiveness of truth.

These six features are said to derive from three main sources: Tennyson's idealist view of the world, his view of words as half revealing and half concealing what they express, and his personal longing for stable identity. All this is well said and is supported, though rather indirectly, by the main body of the book.

The analyses often take the form of running commentary on a poem which is quoted only in phrases within interpretative exposition; the reader will need both familiarity with the poems and the text open beside him. Many of Shaw's observations are extremely valuable, especially his discussions of non-finite verbal forms, self-embedding syntax, symmetry and asymmetry and poetic chorus. The analytical terminology is unpretentious and clearly explained. Interesting new emphases are offered on several major poems, though one feels that Shaw is sometimes pressured by his commitment to the virtues of indirection and elusiveness to discover indeterminacy where most readers see ornicular climaxes. He is perhaps insufficiently receptive to Tennyson's muscular aphoristic statements: in many poems there is a developmental rhythm created by moments of achieved insight between passages of experiential uncertainty.

The disappointment of *Tennyson's Style* is that it fails to come to grips with—barely mentions—persistent criticisms of the language of *Idylls of the King*. Shaw has an enviable gift for impressionistic criticism, but this sometimes leads him into extravagant and undemonstrable glosses (this is no book for linguists). On *Idylls of the King* this tendency takes over, together with interpretative expatiation dignified by phrases from Yeats, Frost, Pope, Wordsworth and Jehovah.

Take Balin's reaction to the intimacy of Lancelot and Guinevere:

> "Queen? subject? but I see not what I see.
> Damsel and lover? hear not what I hear."

This seems to me only adequate as an expression of profound shock—the structure is mechanical, the tone is flat, and what kind of word is "damsel"? But Shaw comments, "The horror of discovery is at first too traumatic to permit detachment. It is expressed in fragmented questions—'Queen? subject?' 'Damsel and lover?'—which are quickly distanced by two tautologies. 'X is not Y is the simplest form of contradiction: the anguished denial of the principle of identity is an infantile attempt to leave horror unnamed, indefinite, and obscure". A comparison with Shakespeare's Troilus watching Cressida and Diomedes is added, but the weight of implication and sheer vigour of expression there is quite out of proportion with Tennyson's achievement on this point.

Shaw's analytical skill elsewhere in *Tennyson's Style* suggests that he could have contributed powerfully to the debate about the strengths and weaknesses of the *Idylls*—his discussion of Tennyson's idealism in connexion with them is certainly valuable—but his determined enthusiasm undermines his critical sense. This is a stimulating book which could have been better.

**Alan Sinfield**


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# BOOKS

## Language description

**Applicational Grammar as a Semantic Theory of Natural Language**
by S. K. Shaumyan
Edinburgh University Press, £8.00
ISBN 0 85224 076 7

In the 1960s Shaumyan's rather different notions of a generative grammar and transformations gave a splendid antidote to a surfeit of Chomsky: the Russians had beaten the rest of the world again and transformational grammar was a product of Soviet linguistics. Now, apparently, even this pseudo rivalry is over and Shaumyan is working at Yale.

This most recent volume of Shaumyan to be translated into English is a further contribution to the development of his semantic theory of language premised on the operations of an applicational grammar. The objective of a grammar which contains an *application* rule or operation is to explain the process of all linguistic communication but the scope of this study is limited to only a very few aspects. There is an emphasis on one particular feature of communication, namely that part of the process in which one and the same message can be expressed by different sentences and the same sentence can express different meanings. Given this self-imposed limitation in scope, Shaumyan produces a finely grained analysis concentrating on a description of some of the possible ways in which thought and meaning are expressed in language.

The relationships between thought, meaning and language are described using an analogy from biology: a genotype and a phenotype language. The genotype is the essence of all natural languages containing highly abstracted hypotheses about general semiotic properties, linguistic universals and a system of rules. This volume devotes much of its space to a close consideration of the nature and abstract form of the genotype which may be divided into *primitive* and *expressive* forms. The primitive form has a direct correspondence with thought so that the thought is (can only be ?) represented unambiguously. The expressive form derives the actual linguistic message in a natural language and can be (is ?) ambiguous.

The author is at pains to make very clear from the outset that his model of genotype and phenotype languages is not to be confused with deep and surface structures. There are no such one-to-one correspondences with more orthodox generative grammars. For example, the genotype language models both the semantic deep and surface structure and specifies the processes by which a semantic deep structure is mapped on to a semantic surface structure. The difficulties in applying terms from TG to Shaumyan's model are clear and he rightly develops his own terminology which, although complex, is consistent with his desire to explain what he sees as fundamentally new concepts which have no counterparts in transformational grammar.

As the genotype language is a system of universal linguistic categories the first problem in using it as a concept lies in establishing the set of categories. These can be obtained either, conventionally, by examining a wide range of natural languages to deduce the general set of categories, or, as Shaumyan prefers, to describe the defining characteristics of natural languages and to evaluate the consequences of those characteristics. The method Shaumyan uses of establishing the categories, and thus the nature of the genotype, is derived from the hypothetico-deductive method of the natural sciences.

But the book has, it seems to me, a basic inconsistency concerning the notion of the same message expressed by different sentences or what is called the "thought-standard" which is the direct representation of the thought. In many of the examples a particular situation is described linguistically in one sentence followed by a series of sentences which approximate to the first in meaning. The first sentence is designated the "thought-standard" for that particular situation, but given even the very simple situation used as an example there can be no "standard" thought, no "standard" description, nor can there be a "thought-standard" coded in language.

The perception that an individual has of a situation is dependent upon many factors; it is culture- and language-dependent and individual-specific for example. The situation given by Shaumyan as "big-dog-bit-sleeping-small-boy" is also coded by him as "dog-bit-boy, dog-was-big, boy-was-small, boy-was-sleeping". But while the context is clear, there are other ways of perceiving that particular situation —"The boy was frightening the dog", "the dog was playing with the boy", "the small dog sniffed the big boy", etc.

Shaumyan is probably right in implying that a speech community shares a number of commonly agreed ways of looking at the world, but there can be no "thought standards". And when it is remembered that all natural languages are to provide the universal linguistic categories for the genotype, the problem of reconciling the Hopi world picture with that of, say, the Frisian Islander makes the concept of the genotype psychologically implausible.

For all that, as a study of linguistics this contribution by Shaumyan is considerable. It is a truly delightful and provocative account of a highly problematic area of language and description. Shaumyan writes powerfully and well on the construction of the genotype—persuasive yet logical. This is apparent even in translation which is a good one as far as I can tell. The chapter on the methodological bases for an applicational grammar is a pleasure to read and reread—illuminating as it does a series of difficult concepts central to his description.

**Sinclair Rogers**

## Builder of railways

The life of George Stephen, the Scots-Canadian through whose financial acumen the Canadian Pacific Railway came to be built, is told in two volumes by Heather Gilbert entitled *The Life of George Mount Stephen*, volume one, *Awakening Continent* and volume two, *The End of the Road*. Both are published by Aberdeen University Press at £5.00 and £10.00 respectively.

## On the paddy wagon

**A Hair of the Dog: Irish Drinking and American Stereotype**
by Richard Stivers
Pennsylvania State University Press, £10.10
ISBN 271 01219 6

One of the most sensitive and difficult of sociological tasks is to unravel the relationships between a prevailing cultural stereotype and the supposed facts which are used to support this stereotype. The highly publicized debate over IQ and race is an obvious recent example of this problem.

In the study of deviance, so-called "labelling theory" has lent itself to a somewhat confused debate about whether the properties attributed to various deviant groups are real or somehow artefacts of society's dominant reaction. To account both for the origins of a specific form of deviance and for the reactions it evokes are hard enough tasks to complicate separately. To connect those accounts is an enterprise which has defeated most.

The connexion between ideology and stereotype which Stivers sets out to examine in this undisciplined, occasionally pretentious but always interesting book, is that between the tendency of Irish Americans to heavy drinking and their cultural stereotyping as drunkards. In nineteenth-century America, "Irish" and "drunkard" were virtually synonymous and by the middle of that century, the evidence which could be used to support this connexion was truly impressive. In such records as convictions for drunkenness, alcohol-related deaths, psychiatric admissions with alcoholic psychosis, the rates contributed by Irish-born immigrants were spectacular.

At first, Stivers confuses things by appearing to toy with the extreme labelling tendency to deflect explanations of such patterns by shifting the debate to a description of myths and stereotypes. Indeed even after avoiding this trap, he still talks about how the negative group identity of drunkard was "foisted" on Irish Americans through the same processes which perpetuated stereotypes of other ethnic groups.

His own evidence and thesis shows that it is all more complicated than this. After a historical account of why the Irish immigrants were so vulnerable to alcoholism, he shows how the host culture reinforced this negative drunkard imagery and then, later, the more positive image was created of the Irish drunk, the sozzled happy buffoon of the stage Irishman. The Paddy who gave his name to the dreaded Paddy Wagon, becomes the Paddy of the party joke: speaking nonsense one minute, waxing eloquent about his heritage the next, and then collapsing at the end.

In the earlier (and more confused) parts of his study, Stivers concentrates on the inheritance the immigrants brought from Ireland; changes in the Irish farm economy and family, the impact of the temperance movement and the baroque complications of the maternal-uncle/nephew relationship. More time should have been spent on the concrete meanings of drink in the new world these immigrants found themselves in, and Stivers make somewhat sweeping assertions about the weather of the connexion between religion and politics.

Drinking becomes no longer a way in the old country, a cultural release from the pressures of the single inheritance economy" but a form of "remission": a release from the difficulty of adhering to dominant cultural symbols. He juggles about with too many models in all this: could drinking really have been a substitute for eating brought on by poverty, famines, and the Church sanctioned system of fasting?

The latter part of his account is better organized and documented, especially on the appalling prejudice and exploitation which the Irish did suffer in America. The stage Irishman, eventually made acceptable to the native host (and himself) because he was funny, both sides to forget the pain, misery and exploitation. He found an identity which ensnared him in a niche in a culture which, once again, understood itself in terms of such folk caricatures as the villain, and fool.

An identity not, of course, available to all—as Stivers remarks, the plaintive complaint of a prominent Irish-American sociologist, the thought that "many of us could only be Irish when we were drunk too much to drink".

**Stan Cohen**

## Uncovering the connexions

**Culture and its Creators: Essays in Honour of Edward Shils**
edited by Joseph Ben-David and Terry Nichols Clark
University of Chicago Press, £11.25
ISBN 0226 04222 7

Edward Shils, professor of sociology at the University of Chicago, has for many years been a major figure, familiar to social scientists on both sides of the Atlantic. He has been a regular visitor to Britain, first during the war and then afterwards teaching at LSE, Manchester and more recently Cambridge. His interests as a sociologist have been widespread, though with certain central connecting themes, one of which is well caught in the title of this *festschrift*.

Early in his career with Louis Wirth he translated Karl Mannheim's *Ideology and Utopia*. During the war, his studies in collaboration with H. V. Dicks demonstrated that Nazi ideology was less important in maintaining morale in the *Wehrmacht* than its structure of face-to-face groups, which also made it relatively impervious to Allied propaganda.

After the war, he collaborated with Talcott Parsons in a number of publications, including *Toward a General Theory of Action*; with Parsons he was one of the leading proponents of the style of sociology dominant in the 1950s and early 1960s, often vulgarly labelled "consensus theory". Shils developed an analysis of social integration in terms of "centre" and "periphery"; the "centre" is that area of a society's social structure where dominant values coincide with the institutional resources for domination.

He was one of those who in the mid-1950s proclaimed "the end of ideology" in the West, but the strains of McCarthyism were also recognized in his *The Torment of Secrecy*. About the same time he became deeply interested in the problem of political integration in the Third World. In another influential essay he has defended mass culture from its intellectual detractors.

Little of this could be directly discovered from *Culture and its Creators*. The editors provide only a rather perfunctory introduction which says very little about Shils himself. Perhaps they felt that any preface would be superfluous to such a star-studded list of contributors: Aron, Lipset, Eisenstadt, Janowitz, the late Harry G. Johnson, Bendix, Geertz, Saul Bellow, Price-Gilda and Terry Clark, Goody, Ben-David and Parsons. They observe that, "without any deliberate design on the part of the authors or the editors, every part of the book deals with problems related to this work and uses concepts derived from it". This may be true, but could have been made more apparent. At first glance at least, the essays cover disparate topics.

Aron and Lipset lead off with similar essays, protesting that in speaking of the "end of ideology" neither they nor Shils predicted that all political conflict would disappear, which it manifestly has not done. They meant only that the appeal of "total" ideologies to intellectuals would diminish; Aron admits the phrase "end of ideology" to have been unfortunate while Lipset cleverly shows that opponents on the left, such as Tomore, said much the same thing as himself, Shils and Aron.

The contributions of Eisenstadt, Janowitz and Johnson are concerned with the relations between politics and, respectively, sociology, psychiatry and economics, the last particularly in the light of the persistent militancy of the labour movement. Geertz discusses charisma and the "centre", while Bendix explains why cultural mobilization of the educated middle class was possible in politically fragmented eighteenth century Germany. Saul Bellow and the Clarks are concerned with the position of creative artists in America and France, Ben-David and Parsons with the institutionalization of scientific creativity and universities.

Jack Goody's notable essay brings two prominent recent controversies to that between Lévi-Strauss and Sartre about "primitive" and "modern" thought with that between Kuhn and Popper on the growth of knowledge. He argues that literacy produces qualitative changes in thought through the institutionalization of criticism.

The connecting threads between the essays are more evident in a careful reading than is any possible summary. Nevertheless, the diversity of topics and the price of the book taken together demonstrate the obstacles confronting anyone who now proposes to publish commercially a volume in honour of a noted scholar. Are the days of the *festschrift* numbered?

**Stephen Mennell**


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# BOOKS

## A political journalist not a political scientist

**The Diaries of a Cabinet Minister, volume III**
by Richard Crossman
Hamish Hamilton and Jonathan Cape, £12.50
ISBN 0 241 89482 4 and 0224 01492 7

As the third volume of *The Diaries of a Cabinet Minister* closes, some six years and 2,371 pages after they began, it is useful to consider what has been achieved. In the introduction to the first volume Crossman exposes the naivety of his intentions: "Of course the picture which this diary provides is neither objective nor fair — although as a lifelong political scientist I have tried to avoid self-deception. . . . I have been urged by many to remove all the wounding passages about colleagues or officials. I have not done so because it would make the book untrue, and I hope that when some of them find it intolerably unfair, they will recall the follies and illusions I faithfully record about myself. A day-by-day account of a Government at work, as seen by one participant is bound to be one-sided and immensely partisan. If it isn't, it too would fail to be true to life"!

The movement between "truth" and "true to life", the apparent belief that objectivity is a matter of effort, above all the disdainful assumptions in the "of course" are more reminiscent of that master of studied improvization (Harold Wilson) than of a serious political scientist.

If Crossman had not rampaged so frequently against the intellectual shortcomings of his contemporaries, his own conceptual floundering would be less remiss. His intellectual pretensions are forced upon us with the same vigour which he displayed when hectoring his civil servants. The very bulk of the material, the immediacy of its recording and the author's declared objective ("the publication of the diaries as a whole . . . will provide a unique historical record of how British Government operated in the 1960s") are attempts to persuade us that the account we read is the interpretation of a contemporary historian rather than fascinating but raw data, part descriptive, part expressive, offered by an intriguing and gifted political journalist. He never seriously examines the difficulties of his role as active participant and objective voyeur in the creation of his "history".

The third volume of the *Diaries* covers the years when Richard Crossman was Secretary of State for Social Services (1968-70). He maintained in his second volume that his political passions have never been based on a moral or egalitarian philosophy" and his third volume illustrates how that "bump of irreverence based on the conviction that governments and establishment are fools and that participation by the people will improve government" which, he claimed alone powered his socialism, failed to sustain him in office.

The confident chutzpah of the first two diaries is not sustained throughout the third which moves from moments when he felt confident that he had "developed a satisfactory philosophy" (on a car journey) to some awareness of the poverty of his theoretical framework.

Yet his term of office began in a different vein. He records in volume two Wilson's persuasive suggestion: "You won't leave anything memorable if you go to Defence, but you could be as memorable as Beveridge if you go to the other job and make a go of the next years of reorganization there. You can have something for your memoirs." Crossman went on to observe: "I was clearly aware that these are the last two years of my political life, and he was offering me a really big chance to be right at the top with a key job and a genuine promotion." He could effortlessly accept a helmsman role in political life. He records "a delicious ceremony" this descriptions of situations and of people are usually very plain: on June 7, 1970 when a flower garden was opened around The Vicarage of St Chad's in Wood End, Coventry. He had already decided to take on the editorship of the *New Statesman* and he "told the Bishop of the future I had chosen for myself, that I had decided to stop being a king and become a prophet instead". Did Richard Crossman become a second Beveridge?

Certainly, there was much scope. His tenure of the post of Secretary of State for the Social Services—he was the first holder of the office—coincided with an unusual number of major changes: a significant government initiative in social service development and research, the Community Development Projects; the reorganization of local authority social service and the planning of a new organization for local authorities and for the Health Service; the development of the scheme for national superannuation on which he had been working, on and off, for years; the innovation of the Hospital Advisory Service in response to the Ely Hospital scandal.

On all of these the last volume sheds light but not anything approaching illumination. On the CDP initiative, for example (which was part of the struggle between the emerging Social Services and the established Home Office) we are amused rather than informed by Crossman's account:

"At Social Services Committee we had another discussion of this extraordinary community experiment idea the Home Office has put forward, drafted by Derek Morrell. He made a curiously Buchmanite kind of religious speech about action changing lives and I suddenly heard him saying, 'There must be a second revolution in the welfare state, a second revolution' . . . it's an astonishing mix-up of sociology and mystical religion. Then came a very dramatic moment. Jim (Callaghan) suddenly said, 'We must stop all this bloody religious nonsense'."

CDPs have then and since been criticized on many counts, but not before now as a religious mystification.

In accounts of other areas of the work of the new department we are deprived even of amusement. Crossman was, for instance, convinced of the value of those outside advisers, formal and informal, who flit across the pages of each of the three volumes. They clearly made an impression on Crossman. In the first volume he writes: "At our first meeting I hadn't thought highly of Milner Holland. On the other hand I had fallen in love with Dennison who I felt might be the Titmuss of housing." In the present volume his regard for Brian Abel-Smith shines through in a world darkened apparently by nincompoops, bores and fanatics. Yet the diaries are cryptic if emotional about the ways in which the LSE triumvirs exerted influence on the man who by 1968 had come to accept that the settled and just management of society by a progressive oligarchy is probably the best we can hope for".

Crossman himself placed very high value on the initiation of the Hospital Advisory Service in response to the scandals at the Ely Hospital. These accounts obviously moved him a great deal. He recorded the following for March 28, 1969: "Enoch Powell was on *Any Questions* and the first one was on Ely. He said quite frankly that all of us, as the Ministers in charge, have to share the blame. It obviously shocked him that though when he was Minister of Health he had spent time and more trouble, as he put it, on mental hospitals than on anything else, so little had obviously been achieved in the years since then. This is the story of Ely and it has meant a great deal to me." Crossman, believing in the permanent value of a centralist thrust, thought that he had effected a radical change in the story of Ely and hospitals facing similar problems. A more reflective man would not so easily have dismissed as simple obstructionism the fact that scandals such as Ely were already known to the department. He would have pondered more on the relationships between subnormality hospitals and "society" and the poverty of the technology with which we provide staff to cope with almost unmanageable problems.

In a final analysis the *Diaries* provide as much evidence for a judgment on the man as for an appraisal of his policies. He was egotistical but not vain (there are as many "I put in"s as "I"s in *Labour Government 1964-1970* as there are pages in Crossman). He needed ideas ("Frankly, Roy [Jenkins] doesn't express enough opinions to keep me going for a morning"), but for simple nourishment or as missiles rather than as the means for sustaining and tightening his intellectual hold. He once remarked, "I talked politics far too freely and felt a delicious racy scandalized joy in doing so". His "compulsive" communication of that "joy" reveals a considerable creative artist and the *Diaries* make excellent reading on that account.

**Noel Timms**


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## Among this week's reviewers

Stan Cohen is professor of sociology at the University of Essex;
D. M. Jamieson is lecturer in French at the University of Hull;
L. J. Jordanova is research fellow and director of studies in the history and philosophy of science at New Hall Cambridge;
David Layton is visiting professor of science education at Monash University and author of Science for the People;
Stephen Mennell, author of The Universities: Pressures and Prospects, is lecturer in sociology at the University of Exeter;
N. P. Mett is lecturer in maths at the Open University;
Sinclair Rogers, head of the department of communications at Ulster College, Northern Ireland Polytechnic, is author of They don't speak our language;
Kenneth Thompson, author of Auguste Comte: The foundations of Sociology, is senior lecturer in sociology at the Open University;
Noel Timms is professor of applied social studies at the University of Newcastle upon Tyne;
Vivian Vale, lecturer in politics at the University of Southampton, is author of Labour in American Politics and co-author of American Political Institutions in the 1970s.


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## Universities

### PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Applications are invited for the following academic positions:

**LECTURER/SENIOR LECTURER, DEPARTMENT OF ARCHITECTURE AND BUILDING:** from persons with appropriate academic qualifications, professional and teaching experience, for one or more positions within the Department of Architecture and Building. Previous experience in a tropical developing country would be an advantage. The successful applicant/s will be required to participate in design teaching in studio and practical situations, and should be able to lecture in construction and other subjects such as urban and regional planning, building science or professional practice. Participation in research and community development projects can also be expected.

**SENIOR TECHNICAL INSTRUCTOR IN CIVIL ENGINEERING, DEPARTMENT OF CIVIL ENGINEERING:** Applicants should possess, as a minimum qualification, a technical certificate in civil or mechanical engineering, together with at least five years' post-apprenticeship industrial experience. In addition, it is expected that the successful applicant will have a thorough knowledge of engineering drawing and civil engineering construction methods and equipment, and some teaching experience in these areas would be an advantage. The appointee will be expected to conduct classes in engineering drawing, construction methods and equipment and workshops practice.

Appointment will be made at salary level appropriate to the appointee's qualifications and experience.

**SENIOR LECTURER/LECTURER—POWER SYSTEMS ENGINEERING, DEPARTMENT OF ELECTRICAL AND COMMUNICATION ENGINEERING:** Applicants should have a good first degree in electrical engineering, teaching experience at tertiary level and some industrial experience. Substantial subsequent experience in the electricity supply industry, or the heavy electrical equipment manufacturing industry is also required. A higher degree would be an advantage.

**SENIOR LECTURER—RADIO AND ELECTRONICS (1 post from June, 1978):** Applicants should have a good first degree in electrical engineering and substantial subsequent experience in electronics which will preferably include both academic and industrial work. A higher degree would be an advantage.

The successful applicant will be required to teach students to degree level, to develop and teach courses for graduate students to conduct and supervise research in topics relevant to Papua New Guinea and to assist in the administration of the Department.

**LABORATORY DEMONSTRATOR (1 post at Senior Technical Instructor/Technical Instructor level from January, 1978):** The successful applicant will be responsible for the operation of laboratory classes in basic machines and electronics subjects. The duties will include supervising the development and maintenance of experiments and equipment in those areas in conjunction with members of teaching staff. The appointee will also be responsible for the preparation and operation of classroom demonstrations. Applicants should have a degree or equivalent experience with small machines, electronics and instrumentation. Teaching experience at certificate level would be an advantage.

**SENIOR LECTURER/LECTURER/PRINCIPAL INSTRUCTOR/SENIOR INSTRUCTOR SURVEYING, DEPARTMENT OF SURVEYING:** Essential qualifications for appointment as Senior Lecturer: (1) A good first degree in surveying from a recognised university or institution, plus master's degree in some area of surveying; (2) about ten years' practical/teaching experience in various aspects of surveying (preferably engineering surveying) in positions of responsibility. Desirable—Research experience or experience in research guidance and/or postgraduate qualifications at Ph.D. level. A minimum of two years' experience. Lecturer: Essential—a good first degree or diploma in surveying from a recognised institution, plus about 10 years' practical experience in varied surveying jobs, including 5 years in responsible positions, plus about 5 years' experience in teaching and/or academic course administration. Desirable—some experience or training with the Army Survey Corps and/or of survey work in Papua New Guinea. Senior Instructor: Essential—a good first degree or diploma in surveying from a recognised institution plus about 5 years' practical experience in varied surveying jobs including surveying teaching. Desirable—some experience or training with the Army Survey Corps.

**LECTURER/SENIOR INSTRUCTOR/TECHNICAL INSTRUCTOR (CARTOGRAPHY):** Appointment can be made at any one of these levels according to the qualifications of the selected candidates from among applicants or others considered suitable. Qualifications: for appointment at Lecturer/Senior Instructor level—a first degree in or with major in cartography or equivalent professional qualification plus practical experience in one or more cartographic offices working mainly in the map-drafting area. Teaching experience in cartography desirable. For appointment at Instructor level—a diploma or equivalent qualification in cartography plus practical experience in cartographic work particularly in the map-drafting area. Teaching experience in cartography desirable.

Salary ranges (expressed in Kina—K1 = approx. $A1.14; $US1.28; 72p stg; as at 31/10/77): Senior Tutor/Technical Instructor K8,943-K9,918; Lecturer/Senior Technical Instructor K10,159-K13,893; Senior Lecturer/Chief Principal Technical Instructor K14,129-K15,841.

Allowances additional to salary are payable—married K2,300 p.a.; single K1,300 p.a. In certain circumstances a child allowance of K150 p.a. is also payable. An educational allowance and additional fares may be provided for children being educated away from their parents' place of residence. Other benefits include furnished housing (hard goods only) supplied at nominal rental, leave fares to place of recruitment every second year and equivalent fares to Canberra, Australia, each alternate year and six weeks' annual leave. Superannuation benefits apply in most circumstances. Study leave of six months will accrue after five semesters of service.

Appointment will be on contract basis for a maximum of three years in the first instance. The University reserves the right to make no appointment or to make an appointment by invitation at any stage.

Applications in duplicate should include particulars of age, nationality, marital status, family if any, qualifications, experience, present post and the names of three referees from whom confidential enquiries can be made. Further information will be forwarded to all applicants.

Applications are required by **30 November, 1977**, and should be sent to the Registrar, The Papua New Guinea University of Technology, PO Box 793, Lae, Papua New Guinea. A copy of the application should be sent to the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF.

### AUSTRALIA

Applications are invited for the following posts, for which applications close on the dates shown. SALARIES (unless otherwise stated) are as follows: Professor $A30,706; Research Fellow $A14,632 to $A18,130; Lecturer $A14,632 to $A19,[illegible]; Tutor $A10,362 to $A12,223. Further details, conditions of appointment for each post, method of application and application form, where applicable, may be obtained from The Association of Commonwealth Universities (Appts.) 36 Gordon Square London WC1H 0PF.

**University of New England Armidale, New South Wales**
**LECTURESHIP IN MEDIEVAL HISTORY**
DEPARTMENT OF HISTORY
Applications are invited from qualified persons for a vacant position tenable from March, 1978.
December 16, 1977.

**University of Melbourne**
**THE HERALD CHAIR OF FINE ARTS**
This Chair will become vacant on the retirement of the foundation Professor, Professor Joseph Burke, in December, 1978. Applications are invited from scholars academically qualified in the history and theory of the fine arts.
January 17, 1978.

**University of Sydney**
**LECTURER IN ANIMAL HUSBANDRY**
DEPARTMENT IN ANIMAL HUSBANDRY
This position is located at Camden, New South Wales. Applicants should have extensive postgraduate experience in ruminant nutrition with particular reference to poultry. Practical experience with the poultry and/or pig industries an advantage. Appointee will be responsible to the Professor of Animal Husbandry at Camden (Professor E. F. Annison) for academic matters and to the Head of Department (at present Prof. [illegible] I. J. Robinson) for administrative matters. He/she will be required to participate in general teaching activities of the Department as well as in his/her own area of special expertise, and to be involved in research and supervision of postgraduate students.
December 5, 1977.

**LECTURER IN PHYSIOLOGY**
The appointee will be required to teach courses to Medical, Science, Pharmacy and Dental students. The appointee will be expected to carry out research in some branch of physiology. Candidates should have a Ph.D. in Physiology, M.D., or other equivalent qualifications. Possession of a medical degree, while desirable, is not essential.
January 20, 1978.

**Australian National University**
**RESEARCH FELLOWS RESEARCH SCHOOL OF CHEMISTRY**
Organic Chemistry (Professor A. J. Birch, Mr. R. W. [illegible], Dr. J. K. MacLeod, Dr. L. N. Mander): including organic chemistry of biologically active compounds; mass spectroscopy; synthetic organic chemistry; organo-metallic chemistry; organic synthesis; metal-[illegible] reduction studies.
Inorganic Chemistry (Dr. A. M. Sargeson, Dr. M. A. Bennett) including biomimetic inorganic chemistry; organotransition metal chemistry.
Physical and Theoretical Chemistry (Professor D. P. Craig, Dr. J. Ferguson, Dr. L. Bramley, Dr. T. R. Welberry) including molecular and quantum theory; solid state spectroscopy; photophysics, disordered materials.
Theoretical Organic Chemistry (Dr. L. Radom).
X-ray Crystallography (Dr. [illegible] Robertson).
Analytical Chemistry (Dr. [illegible] Stevenson).
The School is non-[illegible] and is well equipped to contemporary standards.
January 11, 1978.

**Monash University Melbourne**
**LECTURER IN LABOUR RELATIONS**
DEPARTMENT OF ADMINISTRATIVE STUDIES
Applicants should have a special interest in Labour Relations and may have had formal graduate training in Labour Relations or in Law, Political Science, Economics, Organisational Behaviour or Industrial Psychology. The Department would welcome applications from Labour Relations specialists with a subsidiary interest in any of the Department's main areas of teaching—Organisational Behaviour, Sociology of Work, Management. Responsibilities include both undergraduates and postgraduate teaching and research in various aspects of Labour Relations.
December 15, 1977.

**TUTORS IN ECONOMIC STATISTICS**
DEPARTMENT OF ECONOMETRICS AND OPERATIONS RESEARCH
Candidates should have an honours degree in economics or a closely related field. Appointees are encouraged to enrol for a Master's degree in the Faculty of Economics and Politics which offers more than thirty advanced course work units in econometrics, operations research, economics and related fields.
December 5, 1977.

### WALES
THE UNIVERSITY COLLEGE ABERYSTWYTH
DEPARTMENT OF ECONOMICS

Applications are invited for the post of RESEARCH OFFICER in the Department of Economics, to commence from January 1, 1978, or such later date as may be arranged.

Salary from £2,904 per annum (under review).

Application forms and further particulars may be obtained from the Registrar to whom application forms should be returned by November 30.

### BATH
THE UNIVERSITY

Applications are invited for a LECTURER in the School of Education, with responsibility for the Science and Technology Centre for Teachers.

Applicants should have a good honours degree and/or higher degree and recent experience of teaching science in schools.

The salary range (under review) is £3,333-£6,665 per annum, but the commencing salary will be set in the lower part of the range.

Further particulars and application forms obtainable from the Personnel Officer, University of Bath, Bath BA2 7AY, quoting reference number 77/136/THES. Closing date for applications, 5th December, 1977.

### CANADA
UNIVERSITY OF VICTORIA
FACULTY OF EDUCATION

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This position involves instruction in undergraduate educational media courses and supervision of school experiences.

Full curriculum vitae and the names of three referees should be sent to Dr R. Armstrong, Chairman, Division of Communication and Social Foundations, Faculty of Education, University of Victoria, Victoria, B.C. V8W 2Y2.

Deadline for application: January 31, 1978.

### EDINBURGH
HERIOT-WATT UNIVERSITY
DEPARTMENT OF BUILDING
LECTURESHIP

Applications are invited for a post of LECTURER specialising in BUILDING TECHNOLOGY. In addition, applicants should have the ability to teach within the area of History of Building and Architecture. Research experience and an ability to contribute to research in Building Technology or Building Science will be an advantage.

Further particulars and application forms are available from the Staff Officer, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HX, to whom completed application forms should be returned by Friday, 2nd December, 1977.

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The Department of Sociology and Anthropology of Simon Fraser University has been authorized to advertise the following positions:

**(a) Sociologist or Anthropologist** with special knowledge of social psychology and symbolic interactionism.

**(b) An applied Sociologist** with expertise in the field of medical sociology or demography.

**(c) Sociologist or Anthropologist** whose major work and interest is in Canadian Regional Studies. Preference given to applicants who are eligible for employment in Canada at time of application.

These positions are subject to budgetary constraints.

Persons of any rank may apply: Ph.D. or, exceptionally, an equivalent publication record; duties include undergraduate and graduate teaching and research in the specified area; salary commensurate with qualifications and experience; request a c.v. and names and addresses of three referees be mailed to Dr. H. F. Dickie-Clark, Chairman, Appointments Committee, Sociology & Anthropology Department, Simon Fraser University; to start September 1, 1978.



## Universities continued

### UNIVERSITY OF STRATHCLYDE
**PROFESSOR OF BUSINESS LAW**

Applications are invited from suitably qualified persons for a full-time appointment to the newly created Professorship of Business Law in the Law School.
The post will be remunerated within the professorial range for universities with superannuation benefit.
Application forms and further particulars (quoting 42/77) may be obtained from the Registrar, University of Strathclyde, Royal College Building, 204 George Street, Glasgow G1 1XW, with whom applications should be lodged by 31 December, 1977.

### University of Sydney
**THE WILLIAM GIRLING WATSON TRAVELLING SCHOLARSHIP IN ELECTRICAL ENGINEERING**

Applications are invited for the above-mentioned scholarship which may be awarded at a postgraduate or postdoctoral level according to the experience and qualifications of the applicant.

The postgraduate studentship is valued at $A4,200 p.a. The postdoctoral research fellowship is in the range of $A12,503-$14,076 p.a.

The awards are tenable in the School of Electrical Engineering for one year in the first instance, but the tenure may be extended.

Further information and application forms are available from the Registrar, University of Sydney, NSW 2006, Australia, with whom applications close on 20 January, 1978.

### UNIVERSITY COLLEGE CORK
**Professorship of Education**

The Governing Body invites applications for the above office, which is about to become vacant.

The salary range is: £8,713-£10,102 p.a. Increments for special professional experience.

Application form and further details of the post may be obtained from the undersigned.

Latest date for receipt of applications is Wednesday, 14 December, 1977.
M. F. Kelleher, Secretary.

### University of Wales
**UWIST**
**CHEMISTRY DEMONSTRATOR**
**(to work for PhD)**

Salary: £2,904 : £3,119 : £3,333

Requests (quoting Ref. THES) for details and application form to Personnel Section (Academic) UWIST, Cardiff CF1 3NU. Closing date: 2 Dec., 1977.

### LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY
**LECTURER IN PHYSICAL EDUCATION**

Applications are invited from graduates with suitable experience for the post of LECTURER in the Department of Physical Education and Sports Science, with special reference to the science of sport. Duties will include undergraduate teaching and supervision of postgraduate studies and research.
Salary within scale £3,333-£6,655 (under review). Postcard requests for further details and application forms to Paul Johnson, Establishment Officer. Ref.: 77/38 PE.
*Loughborough* *Leicestershire*

### LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY
**Lecturer in Computing**

Applications are invited for the post of LECTURER in the Department of Computer Studies. An interest in multiprocessor systems, database theory and data processing is required and some research, industrial or commercial experience would be preferred.
Salary within scale £3333-£6655 (under review). It is hoped to appoint within the lower half of the scale. Postcard requests for application forms and further particulars to Paul Johnson, Establishment Officer ref: 77/39CS.
Loughborough Leicestershire

### LONDON
CENTRAL UNIVERSITY OF IOWA

LECTURER in political studies to teach contemporary British politics is required for part-time, teaching January to May.

Please send curriculum vitae and the names of two referees to the Director, 7 Bedford Place, London WC1B 5JA.

### UNIVERSITY OF BRADFORD
**CHAIR IN PSYCHOLOGY**

The University seeks to appoint a Professor of Psychology to stimulate development in the broad field of Psychology as a whole and in particular to encourage the interaction of studies in experimental and social psychology. Closing date for receipt of application is 16 January, 1978. Further particulars from the Registrar, University of Bradford, Bradford, BD7 1DP.

UNIVERSITY OF BRADFORD

### LONDON
THE UNIVERSITY
GRANTS FOR RESEARCH

Applications are invited from members of the University and teachers in Schools of the University for grants from the Central Research Fund to assist specific projects of research and for the provision of special materials and apparatus. Grants are not made for normal maintenance. Applications must be received not later than 15th December, 1977.
Forms of application and further particulars may be obtained from the Secretary to the Central Research Fund, University of London, Senate House, London WC1E 7HU.

### UNIVERSITY COLLEGE CORK
**Professorship of Biochemistry**

The Governing Body invites applications for the above vacant office.

The salary range is: £8,713-£10,102 p.a. Increments for special professional experience.

Application form and further details of the post may be obtained from the undersigned.

Latest date for receipt of applications is Wednesday, 14 December, 1977.
M. F. Kelleher, Secretary.

### ABERDEEN
THE UNIVERSITY
RESEARCH ASSISTANTSHIPS IN ZOOLOGY

Applications are invited for the following Research Assistant posts in the Department of Zoology for projects supported by NERC grants. Starting date in each case, January 1, 1978. All three posts are superannuable.
(1) Behaviour and reproduction in octopus—2 years at Postgraduate level. (Dr. Boyle) Salary (Range 1B) £2,904 to £3,119 per annum.
(2) Population biology of freshwater pearl mussel—3 years at Postgraduate level. (Dr. Young) Salary (Range 1B) £2,904 to £3,333 per annum.
(3) Ecology and behaviour of swans in Outer Hebrides—3 years at Post-doctoral level. (Professor Dunnet) Salary (Range 1A) £3,547 to £3,979 per annum.
Further particulars from The Secretary, The University, Aberdeen, with whom applications (2 copies) should be lodged by December 16, 1977.

### THE BRITISH COUNCIL

invites applications for the following post:
SENIOR LECTURER and LECTURER in LIBRARIANSHIP INFORMATION SCIENCE
(Jordan)
(University of Jordan Department of Librarianship)

To teach a newly established postgraduate diploma course in library science. The Senior Lecturer will be Acting Head of Department. Required for January/February 1978.
Qualifications: Senior Lecturer—PhD desirable. Experience in administration of a librarianship department. Lecturer—M.A. or equivalent and 2 years' teaching experience.
Salary: Senior Lecturer, £6,638 to £8,330 per annum. Lecturer, £6,210 to £7,034 per annum. Benefits: free furnished accommodation; overseas and children's allowances. 2 year contract, renewable.
Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting reference number 77AU 1540 and title of pos. for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

### CANADA
UNIVERSITY OF VICTORIA
DEPARTMENT OF ENGLISH

Applications for the position of SPECIALIST in CANADIAN LITERATURE are invited. The appointment may be made at any level; candidates should have Ph.D. with either dissertation or publications in the field. Teaching experience is desirable.
Preference will be given to a Canadian citizen or landed immigrant in Canada at the time of application, or one with extensive academic training or experience in Canada. The University reserves the right not to fill this vacancy.
Applications should be sent to: Dr. M. R. Best, Chairman, Department of English, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2.

### LONDON
THE UNIVERSITY
KING'S COLLEGE
DEPARTMENT OF PHYSIOLOGY

Applications are invited for a temporary LECTURESHIP in PHYSIOLOGY. The Department of Physiology is engaged in teaching medical, dental and science students and has good facilities for research. The position has arisen as a result of the secondment of a member of staff to set up an intercollegiate BSc course in Human Physiology in the University of London. The appointment will be for a three year period and preference will be given to individuals who have an interest in and an ability to teach mammalian physiology. The successful candidate will be provided with facilities for research. A medical qualification, though desirable, is not essential.
Starting salary £3,335 per annum plus £400 per annum London Allowance; Universities Superannuation Scheme contributions will be payable.
Application forms and conditions of appointment are available from the Registrar, University of London King's College, Strand, London WC2R 2LS and should be returned to him by 10th December, 1977, quoting reference THES.

### HONG KONG
THE UNIVERSITY
VETERINARY SURGEON IN THE ANIMAL HOUSE

Applications are invited for a newly established post of Veterinary Surgeon in the Animal House. Applicants should possess an appropriate professional qualification such as Membership of the Royal College of Veterinary Surgeons, as well as relevant experience. The candidate selected for appointment is expected to take charge of the existing animal holding facility and to help in the development of an animal breeding unit.
Annual salaries (superannuable) are—HK$[illegible] x [illegible] — $67,380 or HK$[illegible] — $[illegible] depending on qualifications and experience. (£1 equals HK$8.30 approx.).
Further particulars and application forms may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or the Assistant Secretary (Recruitment), University of Hong Kong, Hong Kong.
Closing date for applications is December 15, 1977.

### LANCASTER
THE UNIVERSITY
INSTITUTE FOR ENGLISH LANGUAGE EDUCATION
TEMPORARY TUTORIALS POSTS JULY to SEPTEMBER 1978

Applications are invited from qualified and experienced Teachers of English as a Foreign Language for a number of posts as Temporary Tutor in English Language in the Institute.
The Institute's programme includes courses in General English, English for Specialist Purposes and Study Skills, as well as a Diploma of Advanced Studies in Education (Linguistics and English Language Education). Applicants should have a post-graduate qualification in TEFL and/or Applied Linguistics. Teaching experience overseas would be a distinct advantage.
The posts will extend for a maximum of 12 weeks within the early July to late September period, and will involve up to 20 hours' teaching/materials preparation weekly at a rate of £4.26 per hour.
Detailed applications (2 copies) including curriculum vitae and naming two referees should be sent to the Director, Institute for English Language Education, Bowland College, University of Lancaster, Bailrigg, Lancaster LA1 4YT (quoting reference 7112 H). Closing date for applications: 5 December, 1977.

### LIVERPOOL
THE UNIVERSITY
DEPARTMENT OF CIVIC DESIGN

Applications are invited for the post of RESEARCH ASSISTANT to carry out biographical research on the founding of the Department of Civic Design. Previous experience is required.
The post is tenable for one year at a salary within the range £2,904 to £3,119 per annum.
Applications, together with the names of two referees, should be received not later than December 10th, 1977, by the Registrar, The University, P.O. Box 147, Liverpool, L69 3BX, from whom further particulars may be obtained. Quote ref. RV/610/THES.

### LIVERPOOL
THE UNIVERSITY
CENTRE FOR COMMUNICATION STUDIES

Applications are invited for the temporary post of RESEARCH ASSISTANT on an SSRC project investigating the psychological impact of TV production methods. Candidates should hold a good honours degree in Psychology; competence in experimental design and statistics is essential, and an interest in perceptual and social psychology an advantage.
The appointment will be for six months from 1st February, 1978. Salary will be at the rate of £2,904, £3,119 or £3,333 per annum.
Applications (two copies), together with the names of two referees should be received not later than 9th December, 1977 by the Registrar, The University, P.O. Box 147, Liverpool L69 3BX, from whom further particulars may be obtained. Quote Ref. RV/611/THES.

### LEICESTER
THE UNIVERSITY
DEPARTMENT OF ADULT EDUCATION
STAFF TUTOR

Applications are invited for the post of STAFF TUTOR with a special interest in the development of educational work in penal establishments. The post, which is partly funded by the Home Office, is temporary for three years (1st January, 1978 to 31st December 1980) and the successful applicant should be qualified in an appropriate social science. Teaching or organizing experience in adult or further education would be an advantage.
Salary on the Lecturer Scale (£3,333 to £6,665). It is expected that the appointment will be made initially within the first three points of the Scale.
Further particulars from the Registrar to whom applications should be returned by 9th December, 1977, quoting reference THAE.

### EDINBURGH
HERIOT-WATT UNIVERSITY
DEPARTMENT OF ECONOMICS
LECTURER

Applications are invited for the post of Lecturer for appointment from 1st January, 1978, or as soon as possible thereafter.
An interest in Industrial/Managerial Economics or Applied Microeconomics would be an advantage.
Salary on the scale £3,333-£6,665, under review.
Further particulars and application forms are available from the Staff Officer, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HX, to whom completed application forms should be returned by Friday, 2nd December, 1977.

### LONDON
THE CITY UNIVERSITY
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING
LECTURER

Applications are invited for the above post. The successful candidate will be required to carry out undergraduate teaching principally in the areas of digital systems design and computer engineering, and will be expected to contribute to related departmental research. Preference will be given to applicants with a doctorate and relevant industrial experience. An interest in biological or medical instrumentation would be an advantage.
The initial salary will be in the lower half of the scale £3,333 to £6,655 (subject to review) plus London allowance of £450.
Application forms and further particulars may be obtained from the Deputy Academic Registrar, The City University, St John Street, London EC1V 4PB (telephone 01-253 4399 extension 3381). Please quote reference L/[illegible] THES.
Closing date 16th December 1977.

### LONDON
LABAN CENTRE FOR MOVEMENT AND DANCE
at University of London Goldsmiths' College New Cross, London SE14 6NW

SENIOR/PRINCIPAL LECTURER to be appointed from September 1978 in charge of Post-Graduate studies.
Applicants should have Ph.D., or equivalent in Dance or related area of study, particularly Dance History, and substantial practical experience.
Salary on appropriate scale of Salaries for Teachers in Establishments for Further Education, London allowance also payable.
Write for further details enclosing a medium sized S.A.E. to the Personnel Officer, University of London Goldsmiths' College, by whom applications should be received not later than 2nd December, 1977.

### LONDON
WESTFIELD COLLEGE
(University of London)

The College is one of the smaller multifaculty Schools of London University and is pleasantly situated in Hampstead (4 miles from the centre of London).

A SYSTEMS PROGRAMMER
is required to work in the Computer Unit. The equipment includes a dual processor Modular 1 System, a PDP 11/35 and a system containing a PDP 11/03 together with nine Zilog Z80s acting as an intelligent multiplexor of terminal lines. The College is also connected to the ULCC CDC complex and the QMC ICL complex by private circuits. The programmer will work mainly with the PDP 11 equipment and on communications software.
Salary on scale £2,927 to £4,811 plus £450 London Allowance (under review).
Further details from the Personnel Officer (THES), Westfield College, Kidderpore Avenue, Hampstead, London NW3 7ST to whom applications should be submitted as soon as possible.

### HONG KONG
THE UNIVERSITY
FACULTY OF MEDICINE
LECTURESHIP IN MEDICAL SOCIOLOGY

Applications are invited for the post of Lecturer in Medical Sociology in the Department of Community Medicine. Candidates should possess a suitable postgraduate qualification in medical sociology, and also experience of teaching and research in this field preferably within a medical faculty.
The successful candidate will be expected to develop a course for medical students in aspects of sociology relevant to the practice of medicine, and to participate in the planning of the behavioural sciences course of which medical sociology will be a component.
Annual salaries (superannuable) are: Clinical Lecturer, HK$59,160 to $63,160 to $68,760 to $78,960 to $75,860 (bar) $96,060 to $100,380 to $104,700 to $109,020 to $113,340; Non-clinical Lecturer, HK$59,340 by $4,020 to $67,380 (bar) $71,400 by $4,020 to $79,440 by $3,960 to $99,240. (£1 = HK$8.30 approximately). Starting salary will depend on qualifications and experience.
Further particulars and application forms may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London, WC1H 0PF, or the Assistant Secretary (Recruitment), University of Hong Kong, Hong Kong.
Closing date for applications is 15th December 1977.

### NEW ZEALAND
MASSEY UNIVERSITY
Palmerston North
LECTURER/SENIOR LECTURER ENVIRONMENTAL HORTICULTURE

Applications are called for the above-mentioned position within the Department of Horticulture. Responsibilities include the teaching of degree and diploma students in the general field of ornamental/amenity horticulture. Applicants should have training and experience in some of the following: Plant identification and use; Arboriculture; Turf; Landscape planning and design; Park management; Recreational planning.
Salary range: Lecturer NZ$10,230-NZ$13,643; Senior Lecturer NZ$12,983-NZ$14,303.
Further details of the position and of the University together with Conditions of Appointment and information to be supplied by applicants, may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF or from the Registrar of the University.
Applications close on 15 December, 1977.

### MANCHESTER
THE UNIVERSITY
INSTITUTE OF SCIENCE AND TECHNOLOGY
RESEARCH LECTURESHIP

UMIST places high priority on first-class research and has established a Research Lectureship for which applications are now invited. The post will be a fully established lectureship, the occupant of which is given the privilege, for a limited period, of carrying out full-time research with the minimum of teaching duties and negligible administrative duties. This would apply for an initial period of three years with a probable extension to five years, after which the post would be converted to one with normal duties of a UMIST lecturer, including teaching and administration as well as research. UMIST seeks a future leader of research who, given opportunity and encouragement, will produce results of the highest calibre. Any discipline of relevance to UMIST will be considered.
Only those should apply who wish to carry out innovative research of the highest quality and can present a fully detailed research programme. Preference will be given to younger candidates, male or female, and those who currently hold a university post are not excluded. Special, but not luxurious, additional resources may be made available to the successful candidate to provide necessary back-up for the research.
Salary on the Lecturers scale £3,333-£6,655 per annum.
Application forms and further particulars may be obtained from the Registrar, UMIST, P.O. Box 88, Manchester M60 1QD, by quoting reference RL/[illegible]. All applications should be made as soon as possible after the appearance of this advertisement.

### MANCHESTER
THE UNIVERSITY
INSTITUTE OF SCIENCE AND TECHNOLOGY

Applications are invited from candidates of either sex for the position of POST-DOCTORAL RESEARCH ASSISTANT on an SRC grant associated with the compilation of Biochemical Engineering data. The intention is to prepare a collection of validated data pertaining to biological process engineering. The work requires a person with a good Honours degree in Chemical Engineering and biochemical engineering experience to the doctorate level. Personal characteristics of conscientiousness, patience and perseverance are essential. The post is particularly appropriate for a person whose career objectives are associated with university teaching.
Salary £3,761; length of appointment 2 years; starting as soon as possible.
Application forms may be obtained from the Registrar, UMIST, P.O. Box 88, Manchester, M60 1QD, quoting reference 31/987/CJ. Closing date: 30th November, 1977.

### NEWCASTLE UPON TYNE
THE UNIVERSITY
DEPARTMENT OF RELIGIOUS STUDIES

Applications are invited from men and women for a LECTURESHIP in RELIGIOUS STUDIES, tenable from 1st October, 1978. Applicants should be well qualified to conduct courses and supervise research in the History of Christian Thought.
The salary will be at an appropriate point on the Lecturers' Scale: £3,333 to £6,665 per annum (under review) according to age, qualifications and experience. Membership of the appropriate University Superannuation Scheme will be required.
Further particulars may be obtained from the Registrar, The University, 6 Kensington Terrace, Newcastle upon Tyne, NE1 7RU, with whom applications (three copies) together with the names and addresses of three persons to whom reference may be made, should be lodged not later than 16th December, 1977. Please quote reference THES.

### READING
THE UNIVERSITY
DEPARTMENT OF FINE ART

Applications are invited from post-medieval ART HISTORIANS for a part-time SESSIONAL LECTURESHIP in the HISTORY of ART. At present the department specializes in 17th, 19th and 20th century studies and seeks a candidate who can add to or overlap with the subject range currently taught to honours degree level.
The post will start in the Lent Term, 1978, and will involve teaching for one day per week.
Applications (two copies) should be addressed to Mr. P. Fitzgerald, Department of Fine Art, The University, London Road, Reading RG1 5AQ, giving full academic details and the names of two or three referees, and should reach him not later than December 3, 1977.

### OXFORD
ST. HILDA'S COLLEGE
TUTORIAL FELLOWSHIP IN FRENCH LITERATURE

The College proposes, if a suitable candidate presents herself, to elect a Tutorial Fellow in French Literature 1530-1800. (The College statutes made under the Universities of Oxford and Cambridge Act, 1923, provide that all Fellows must be women). The Fellowship may be associated with a University (C.U.F.) Lectureship, for which no separate application is required.
Further particulars of the appointment may be obtained from the College Secretary, to whom applications (3 copies) accompanied by a statement of the candidate's academic record and the names of three referees, should be sent by 9 January, 1978. Shortlisted candidates will be required to come to Oxford for interview. The appointment will date from 1st October, 1978.

# Universities

READING
THE UNIVERSITY
LECTURER IN ENGLISH
Applications are invited for a lectureship in the Department of English Language and Literature. The successful candidate will be required to contribute to undergraduate courses and to undertake research. Duties will also include responsibility for supervising research students in the Undergraduate Reading Room. Salary on the scale £2,475 to £4,335 per annum according to qualifications and experience. Superannuation scheme. Applications (six copies), giving full personal details including full names, place and date of birth, etc., qualifications, experience and publications and names and addresses of three referees should be submitted by 21st December, 1977, to the Registrar, University of Reading, PO Box 217, Mount Pleasant, Salisbury, Rhodesia, from whom further particulars may be obtained. Overseas applicants would send a copy of application to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF (from whom conditions of appointment may be obtained.

British subjects contemplating applying for posts in Rhodesia are urged to consult the appropriate Salary Control Officer (telephone 637 4444, plus 1985 ext.) at nearest British Consular office.

THE OPEN UNIVERSITY
REGIONAL DIRECTOR
(London)
Applications are invited for the post of Regional Director (Staff) (London), the Open University's region for the London Boroughs south of the River Thames.
The new appointee will be concerned with the implementation of the University's policies in the London area, including the recruitment, training and motivation of part-time tutors and counsellors with the help of a team of part-time staff tutors, senior counsellors and administrative staff arranged within eight functional specialisations, and with local committees, in a vital part of the task.
Applicants should be successful candidates for appointments at honours degree level. The post would suit a recent honours graduate in administration or systems with experience in local government, although applicants without such qualifications, but having relevant experience will also be considered. The successful appointee will work closely with a team of academic and support staff and will be interested in or willing to undertake course team chairman.
The Course Co-ordinator post has hitherto been called Course Assistant. The University has not yet finally resolved the salary scale or terms and conditions of service, a very wide range has been mentioned in the current Council Resolution (£7,023 to £8,190) with superannuation benefits.
Application forms and further particulars are available from the Personnel Department, The Open University, PO Box 48, Walton Hall, Milton Keynes, MK7 6AA, or telephone Milton Keynes 66744 or extension 444. Closing date for applications: 2nd December, 1977.

THE OPEN UNIVERSITY
FACULTY OF SOCIAL SCIENCES
LECTURERSHIP IN URBAN STUDIES
Applications are invited for a lectureship in the social sciences to contribute to the Course Team for URBAN STUDIES. The first lecturing appointee to this appointment will be the Course Team Chairman responsible for the faculty's urban studies programme.
Salary will be on the Lecturer I scale, £2,337 to £5,025 per annum, according to qualifications and experience.
Application forms and further particulars are available from the Personnel Manager, The Open University, PO Box 48, Walton Hall, Milton Keynes, MK7 6AA, or by telephoning Milton Keynes 66744 or extension 444. Closing date for applications: December 9, 1977.

THE OPEN UNIVERSITY
FACULTY OF EDUCATIONAL STUDIES
RESEARCH ASSISTANT
Applications are invited for a research assistant to work on one or two projects concerned with the administration and management of schools. The post is available until 31st March, 1979. Applicants should have a good honours degree in Psychology, Sociology or Education, and will be expected to have had some experience of research. Salary on the scale £2,475 to £4,335 per annum according to qualifications and experience. Superannuation scheme.
Applications (six copies), giving full personal details including full names, place and date of birth, etc., qualifications, experience and publications and names and addresses of three referees should be submitted by 21 December, 1977, to the Registrar, University of Reading, PO Box 217, Mount Pleasant, Salisbury, Rhodesia, from whom further particulars may be obtained. Overseas applicants would send a copy of application to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF (from whom conditions of appointment may be obtained.

SOUTHAMPTON
THE UNIVERSITY
HUMAN REPRODUCTION AND OBSTETRICS
Applications are invited for the post of RESEARCH ASSISTANT IN HUMAN REPRODUCTION.
Candidates should have graduate or bioscience experience in biochemistry/endocrinology and a Ph.D. level will normally be required.
Salary on scale: £3,904-£4,191 (under review). The initial salary will depend on qualifications and experience.
Further particulars may be obtained from the Secretary, The University, Southampton SO9 5NH, to whom applications should be sent not later than 6th December, 1977.
Please quote ref. 859-A/

SURREY
THE UNIVERSITY
DEPARTMENT OF ADULT EDUCATION
LECTURER IN ADULT EDUCATION
(with particular reference to teachers in the Health Service)
Applications are invited for the above post, from teachers experienced in the field, professional or industrial, preferably with a degree. The person appointed will be competent to teach the non-specialist research into the service problems. Other things being equal, a Graduate Registered Nurse Tutor will be preferred.
Salary will be within the range £2,475 to £6,255 per annum, according to qualifications and experience under U.S.S. conditions.
Further particulars may be obtained from the Academic Registrar (LE/Ed.), University of Surrey, Guildford, Surrey GU2 5XH, or telephone Guildford 71281, ext. 852. Applications, from men and women, in the form of a letter of application giving the names and addresses of two referees, should be sent to the same address by 9 December, 1977.

ST. ANDREWS
THE UNIVERSITY
LECTURESHIP IN POLITICS
Applications are invited for a LECTURESHIP in POLITICS tenable from September 30th, 1978, or earlier by arrangement. Candidates should be qualified to teach in the field of present day British politics and government. An interest in comparative politics of the countries of Africa would be an advantage.
Salary of appropriate point on scale £3,777 to £6,675 (sterling salary probably not exceeding £4,113; P.S.S.U. U.S.S.).
Applications (five copies), including full personal details, including full name, place and date of birth, etc., qualifications, experience and publications and names and addresses of three referees should be submitted by 21 December, 1977, to the Registrar, University of Reading, PO Box 217, Mount Pleasant, Salisbury, Rhodesia, from whom further particulars may be obtained. Overseas applicants would send a copy of application to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF (from whom conditions of appointment may be obtained.
British subjects contemplating applying for posts in Rhodesia are urged to consult the appropriate Salary Control Officer (telephone 637 4444, plus 1985 ext.) at nearest British Consular office.

THE OPEN UNIVERSITY
FACULTY OF TECHNOLOGY
COURSE CO-ORDINATOR
Applications are invited for a post at COURSE I/C-0000 within the Faculty of Technology. The successful candidate will be responsible, with the planning and organisation of the Technology Project course, which is a new development to allow students to conduct projects at honours degree level.
The post would suit a recent honours graduate in engineering or science with experience in education, although applicants without such qualifications, but having relevant experience will also be considered. The successful appointee will work closely with a team of academic and support staff and will be interested in or willing to undertake course team chairman.
The Course Co-ordinator post has hitherto been called Course Assistant. The University has not yet finally resolved the salary scale or terms and conditions of service, a very wide range has been mentioned in the current Council Resolution (£7,023 to £8,190) with superannuation benefits.
Application forms and further particulars are available from the Personnel Manager, The Open University, PO Box 48, Walton Hall, Milton Keynes, MK7 6AA, or by telephoning Milton Keynes 66744 or extension 444. Closing date for applications: 2nd December, 1977.

# Fellowships and Studentships

University of Wales
UWIST
RESEARCH STUDENTSHIPS
in Applied Biology; Applied Economics; Applied Psychology; Architecture; Business Administration and Accountancy; Chemistry; Civil Engineering and Building Technology; English; Law; Maritime Studies; Mathematics; Mechanical Engineering and Engineering Production; Optometry; Pharmacy; Physics, Electronics and Electrical Engineering; Town Planning.
An applicant should hold, or expect to obtain, a first or upper second class honours degree, normally in the field of his proposed research. With certain exceptions, the value of the award is the same as that of the Science Research Council. Details and application forms are obtainable, by quoting discipline and field of interest, from the Academic Registrar, UWIST, Cardiff CF1 3NU. Closing date for completed application form is 25th February, 1978.

CAMBRIDGE
ST. JOHN'S COLLEGE
THE BOSWORTH-LAMB SENIOR STUDENTSHIP
St. John's College invites applications for a Bosworth-Lamb Senior Studentship for research study or research in some branch of Economics, Economic History, Engineering, Applied Mathematics or Computer Science. The Studentship will not exceed £1,150 a year.
Full details may be obtained from the Master, to whom applications should be sent by 31st December.

OXFORD
MAGDALEN COLLEGE
FELLOWSHIP IN ENGLISH LANGUAGE
The college proposes to elect, with effect from October 1, 1978, a Fellow and Tutor in English Language. The Fellow will be required to undertake tutorial and lecturing duties in the English Faculty to the extent of four hours per week during the first three years. Applications, which should be submitted by 1st December, 1977, should be addressed to the President, Magdalen College, Oxford.

SOUTHAMPTON
THE UNIVERSITY
DEPARTMENT OF AERONAUTICS AND ASTRONAUTICS
FELLOWSHIP/ASSISTANTSHIP ON EMULSIFIED FUELS
Applications are invited from suitably qualified engineers and scientists to work in the area of combustion characteristics of emulsified fuels with particular reference to diesel engine combustion. Experimental work using turbo techniques will be concerned with the experimental phase of the programme. Desirability with some experience of Shell/Consolidation studies would be advantageous. Comprehensive expertise is available within the research team. The S.R.C. Fellowship/Assistantship is for up to two years, commencing January 1978, or as soon as possible.
Salary on scale £4,104 to £5,505 per annum, according to age and experience, plus U.S.S. benefits.
Further details are available from the Department. Applications, including the names of two referees, to Dr. A. F. Roddham, to be received by 15 December, quoting reference SC/H/1978.

SURREY
UNIVERSITY
SOUTH-EAST ARTS VISUAL ARTS FELLOWSHIP
South-East Arts, in association with the Arts Council of Great Britain, announces the first Visual Arts Fellowship to be offered in the region.
Applications are invited from artists for the post, tenable at the University of Surrey, Guildford, Surrey, for a period of study, professional being given to study as research assistant to Professor Richmond Lattimore, a specialist in Greek and Latin literature.
Further details of the post are obtainable from the Academic Registrar (LE/Ed.), University of Surrey, Guildford, Surrey GU2 5XH, or telephone Guildford 71281, ext. 852. Applications, from men and women, in the form of a letter of application giving the names and addresses of two referees should be sent to the same address by 9 December, 1977.

CANADA
THE UNIVERSITY OF CALGARY
THE CALGARY INSTITUTE FOR THE HUMANITIES
VISITING FELLOWSHIP IN HUMANITIES COMPUTING
The Calgary Institute for the Humanities invites applications for a Visiting Fellowship in Humanities Computing to be held at the Institute for the period September, 1978, to April, 1979.
The purpose of the fellowship is to provide an opportunity for a scholar in the humanities computing area to spend a year in Calgary working on projects of his own choice and of scholarly research interest to himself and to the Institute. It is expected that the fellowship will be of substantial benefit to the Institute in terms of the development of computing facilities in the humanities.
Applicants should have an Honours Degree and/or research experience in the humanities and should be competent in the use of computers in humanities research. Applicants should have a good knowledge of SNOBOL4 and/or FORTRAN IV and preferably some knowledge of IBM/CMS and/or IBM/TSO.
The fellowship will be tenable at the Institute for the period September, 1978, to April, 1979. The fellowship will be of the value of $15,000 plus an allowance for travel to Calgary and return. Applicants should have a good honours degree and/or research experience in the humanities and should be competent in the use of computers in humanities research. Applicants should have a good knowledge of SNOBOL4 and/or FORTRAN IV and preferably some knowledge of IBM/CMS and/or IBM/TSO.
Applications should be made on the Institute's application form, which may be obtained from the Director, The Calgary Institute for the Humanities, The University of Calgary, Calgary, Alberta, Canada T2N 1N4. Each letter of application should contain full information concerning the candidate's academic qualifications to date, and clear and full statement of the nature of the proposed research which he or she would undertake during the fellowship. In addition two letters of reference will be required in the case of applicants who have not previously been associated with the Institute. Applications should be sent to the Institute by scholars in the humanities computing area. Applications should be sent to the Institute by scholars in the humanities computing area.

# Polytechnics

BRIGHTON
THE POLYTECHNIC
CENTRAL SERVICES
WELFARE AND ACCOMMODATION OFFICER
(£5,274 to £5,574 plus 6% salary supplement)
To advise students on personal matters including the various social services available in Brighton and Sussex, and liaise with organisations acting for students, Housing Boards, Social Services, Home Office etc. To take responsibility for selection of accommodation and assist with negotiations.
Application forms and further details from Personnel Department, Brighton Polytechnic, Moulsecoomb, Brighton, BN2 4AT. Tel. 24777, extension 2457. Closing date 14th November, 1977.

BRIGHTON
THE POLYTECHNIC
CIVIL ENGINEERING AND BUILDING DEPARTMENT
RESEARCH ASSISTANTSHIP
£4,776 to £5,526 per annum
Research Assistantships are available within the areas of Building and/or Civil Engineering dependent on the qualifications of the candidate.
Application forms and further details from the Personnel Officer (Ref. RA), Brighton Polytechnic, Moulsecoomb, Brighton, BN2 4AT. Telephone 24777, extension 2457.
Closing date: 2nd December, 1977.

ULSTER COLLEGE
THE NORTHERN IRELAND POLYTECHNIC
Faculty of the Arts
SENIOR LECTURER OR LECTURER I
French Literature
In addition to teaching in courses within the Faculty, the person appointed will be required to participate in research and to undertake such other duties as may be assigned by the Head of Department.
Faculty of Business Administration
PRINCIPAL LECTURER OR READER
Because of the expansion of a B.A.(Hons) Degree in Business and Planning to new postgraduate Diploma courses, a Principal Lecturer or Reader is required to join the programme team.
Applicants should have an Honours Degree and/or professional qualifications (e.g. ACA/FCA/ACCA/FCCA/CPFA with a proven research background.
LECTURER II OR LECTURER I
Business Studies
Applications are invited for posts in the area of ORGANISATION STUDIES and MARKETING.
Candidates should have a good Honours Degree or professional qualification and a relevant postgraduate qualification. Commitment to teaching, research and curriculum development sought.
Faculty of Technology
SENIOR LECTURER OR LECTURER I
Quantity Surveying
Applications are invited from Chartered Quantity Surveyors and Technical Engineers who can secure the corporate membership of the Royal Institution of Chartered Surveyors in the primary surveying disciplines.
The level of appointment will depend on the qualifications and experience of the successful candidate.
Faculty of Management and Continuing Education
SENIOR LECTURER OR LECTURER I
A vacancy exists for a Management Teacher, to be responsible for the development of a new course leading to the award of Bachelor of Technology in Management Studies. Applicants should be graduates with a minimum of 3 years' experience in management teaching and work within inter-disciplinary teams.
An appointment at Lecturer II level will involve a teaching commitment of 16 hours per week. Lecturer I appointments will be made on the basis of 12 hours per week.
Candidates for the post should be appropriately qualified academically and should have had relevant industrial experience.
Salary Scales: READER £8,432-£8,976
PRINCIPAL LECTURER £6,435-£7,191
SENIOR LECTURER £5,823-£6,447 (£5,823-£6,009 for Lecturer II)
LECTURER II £3,744-£5,685
LECTURER I £2,913-£4,869
The Polytechnic is a direct grant institution with a Board of Governors. Opening in 1971 and now has a population of over 6,100. It has extensive new accommodation including 750 residential places on a campus overlooking the sea at Jordanstown, a pleasant residential area. There is a scheme of assistance for removal expenses. Application forms, which may be obtained by post-only 5th may be obtained by telephoning 0232 65131, ext 2345, or by writing to:
The Technician Officer, Ulster College, The Northern Ireland Polytechnic, Shore Road, Newtownabbey, Co Antrim BT37 0QB.
Application forms and further details may be obtained from the Staffing Officer, The Hatfield Polytechnic, P.O. Box 109, Hatfield, Hertfordshire AL10 9AB. Telephone Hatfield 68100, extension 3222.
Closing date: 2nd December. Please quote reference: 5/6.

NORTH STAFFORDSHIRE POLYTECHNIC
DEPARTMENT OF ART HISTORY AND COMPLEMENTARY STUDIES
Senior Lecturer/ Lecturer II (2 posts)
The successful candidates must have a good honours degree in Art History, together with experience of teaching Art and Design History at degree level, or experience in a museum or gallery.
The department is principally looking for persons who have specialist knowledge in the fields of the History of Ceramics and Glass, and the History of Graphic Design. Experience of the practice of Architecture would be an advantage. One of the two appointments will be in the History of Ceramics and Glass.
Those appointed will be required to teach on the CNAA course:
B.A.(Hons) HISTORY OF DESIGN AND THE VISUAL ARTS
as well as on the courses for the 450 students of the Art Faculty leading to the degrees of:
B.A.(Hons) MULTI-DISCIPLINARY DESIGN
B.A.(Hons) FINE ART
The two appointments will be made at Senior Lecturer or Lecturer II level, depending on qualifications and experience.
Salary Scales:
Senior Lecturer £5,523 to £6,447 (Bar) to £6,909 p.a.
Lecturer II £3,744 to £5,685 p.a.
Application forms and further particulars may be obtained from the Deputy Director (Staffing), North Staffordshire Polytechnic, College Road, Stoke-on-Trent ST4 2DE.
Applications should be returned as soon as possible.

HATFIELD
THE POLYTECHNIC
LECTURER I/II in ECONOMICS (from 1st January, 1978).
To teach on a wide range of courses up to and including Graduate Honours Degree standard. Experience required in quantitative techniques and research activities are essential.
Salary scales: I—£3,867 to £5,025 (Bar—£5,391 to £5,673 (Bar)—£6,012.
Application forms and further details may be obtained from the Staffing Officer, The Hatfield Polytechnic, P.O. Box 109, Hatfield, Hertfordshire AL10 9AB. Telephone Hatfield 68100, extension 3222.
Closing date: 2nd December. Please quote reference: 5/6a.

Re-advertisement
Faculty of Humanities
Head of the Department of Social Sciences
(male or female)
Salary scale: Head Grade V £7,395-£8,271 plus supplements of £312 and £180 subject to incomes
The Department organises or contributes to a wide range of Degree and Diploma courses and numbers are still growing. It is organised in five divisions: Economics, Sociology and Applied Studies, Politics, and Psychology.
The successful candidate will have a proven, though not extensive, record of research, academic writing and teaching in higher education. The post offers considerable scope for a person with outstanding ability to consolidate the recent achievements of the Department and provide academic leadership, particularly in the area of research.
Applications should be sent as soon as possible to the Personnel Officer, Sunderland Polytechnic, Chester Road, Sunderland SR1 3SD, from whom further particulars may be obtained. Completed application forms should be returned by 2nd December, 1977.

SUNDERLAND
POLYTECHNIC

Sheffield City Polytechnic
COMPUTER SERVICES
Lecturer for Staff User Education and Liaison
The successful candidate will be responsible to the Application Manager for the provision of courses and seminars to staff of Polytechnic staff in developing their use of the on-line computer service. The successful candidate will also be required to liaise with staff to develop and assist them in the production of program packages. Salary will be based on an APT 370/155 computer which provides batch and timesharing services to the Polytechnic, local colleges and schools.
Applicants should have sound practical computing experience and demonstrate an understanding of computing as it relates to a wide range of disciplines.
The successful candidate will be expected to work at appropriate point on the Senior Lecturer or Lecturer II scale depending on experience.
Salary Scale: Senior Lecturer: £5,823-£6,447 (bar)-£6,909 : Lecturer II: £3,744-£5,685.
Application forms and further particulars may be obtained from the Personnel Department, Sheffield City Polytechnic (Dept. THES), Halifax House, Arundel Square, Sheffield S1 2BD, to whom completed forms should be returned by December 2nd, 1977.

SHEFFIELD CITY POLYTECHNIC
DEPARTMENT OF STUDENT SERVICES
Careers and Appointments Officer
Salary Scale: Lecturer II £3744-£5685.
The successful applicant will join a well-established team providing vocational guidance, course and occupational information for the Polytechnic's 5,000 full-time and sandwich course students. The responsibilities for the post are combined will include a considerable personal interviewing caseload, group work, liaison with employers and playing organisations, arranging careers programmes within faculties to be specified and assisting with schools' career programmes.
Applicants should be graduates or hold equivalent professional qualifications and preferably have had several years' working experience in industry, business or commerce. Candidates should also be interested in the vocational needs of students and the recruitment and training needs of employers to be easily approachable, with initiative and good organisational and administrative ability; have good communicative skills and be able to counsel students and discuss employment matters with management and academic staff at all levels; be capable, enthusiastic speakers able to represent the Polytechnic at a variety of outside functions.
Requests for an application form in writing only please, to the Personnel Department, Sheffield City Polytechnic (Dept. THES), Halifax House, Arundel Square, Sheffield S1 2BD, to whom completed forms should be returned by December 2nd, 1977.

LONDON N.11
MIDDLESEX POLYTECHNIC
ADMINISTRATIVE ASSISTANT £3,249 to £3,675 per annum inclusive.
To be second in line in the administrative organisation serving the Business School and management courses at our Hendon site.
Your responsibilities will include assisting the administrative and examinations secretaries in the day-to-day running of courses. You will be in contact with almost every section of the Polytechnic community and will be expected to take an interest in the wider aspects of the work. You will also be expected to take charge on behalf of the Assistant Administrative Officer when necessary.
Graduate status is expected, together with relevant experience, preferably in the education or local government sectors. Applicants without a degree, but with substantial experience in several related fields, will also be considered.
You must be flexible, be able to think and express yourself clearly and willing to take the initiative in an informal, but unpublicised, manner.
Please write for full details and an application form stating first class, to: Assistant Personnel Officer, Middlesex Polytechnic, Bounds Green Road, London N11 2NQ, to whom completed forms must be returned by November 30.

CITY OF BIRMINGHAM
THE POLYTECHNIC
The Midland Study Centre for the Building Team
£3,744 to £5,685 p.a.
Following the opening of nearly a new organisation intended to provide a unique opportunity for a multi-disciplinary team of lecturers to develop building team. Based on a new campus at Perry Barr, but not far and by public transport from the main Universities of Birmingham and Aston as well as the City Centre with the support of the Polytechnic's professional disciplines.
The successful candidate will be expected to undertake some teaching and research in his academic and/or professional specialism with a minimum experience of the building industry or teaching. Appointment will be on a three year contract with prospects of confirmation in the first instance.
Applications to be returned by 30th November to the Personnel Officer, Birmingham Polytechnic, Perry Barr, Birmingham B42 2SU.

PORTSMOUTH
THE POLYTECHNIC
DEPARTMENT OF FINE ART
LECTURER/ SENIOR DEMONSTRATOR
To take charge of a small department within the School of Art and Design.
Salary scale £3,744 to £5,685 with efficiency bar at £5,025.
Application forms and further particulars may be obtained from the Personnel Department, Portsmouth Polytechnic, Burnaby Road, Portsmouth PO1 3QL (quoting reference 30/77) to whom completed applications should be returned by December 2, 1977.
Please quote ref. J11.

LONDON E15
NORTH EAST LONDON POLYTECHNIC
ASSISTANT REGISTRAR £4,590 to £5,415 per annum inclusive
Applications are invited from candidates, of either sex but the above vacancy at our Waltham Forest Precinct, Forest Road, E.17.
He she will advise on, plan, and where necessary direct, the work of Faculty Offices on undergraduate awards and grants, examinations and employer reports. The bulk of day-to-day registry work is devoted to faculties and the post is within a small central coordinating team.
Candidates should be appropriately qualified and have had experience in academic administration.
Further information and application forms are available from The Personnel Office, North East London Polytechnic, 190 High Street, Stratford, London E15 2LN (telephone 01-555 0611, Ext. 321). Please quote reference number A/AR6/77.
Closing date, December 2, 1977.

BIRMINGHAM
THE POLYTECHNIC
DEPUTY POLYTECHNIC LIBRARIAN
(Principal Lecturer Grade)
The successful applicant will be concerned with the day-to-day running of a large polytechnic library over a number of selected areas and will be expected to play a senior part in planning the further development of the polytechnic library services. Salary within the scale £9,040 to £9,642 plus supplements.

DEPARTMENT OF ACCOUNTING AND FINANCE
(1) PRINCIPAL LECTURER in FINANCIAL ACCOUNTING.
(2) SENIOR LECTURER in ACCOUNTING (Management or Financial).
Applicants for both posts should normally possess a good honours degree and/or professional qualifications and have previous teaching at advanced level and relevant business experience are essential. The ability to offer another related subject at professional or degree level will be an added advantage. For the post of Principal Lecturer proven ability in administering large departments of students preparing for professional accountancy examinations is required.

DEPARTMENT OF FOUNDATIONS AND EXPERIMENTAL WORKSHOPS
COURSE LEADER/ COORDINATOR Senior Lecturer for the Foundation Course in ART and DESIGN
Required for April, 1978, or earlier if possible. The person appointed will be responsible to the head of department for the organisation and running, within the departmental structure, of the course.
Salary: Principal Lecturer (Senior Lecturer) £5,823 to £6,447 (bar) £6,909 p.a. Lecturer II £3,744 to £5,685 p.a.
Application forms and further particulars may be obtained from the Staffing Officer, Thames Polytechnic, 5618 0297, to whom completed applications should be returned by 29 November, 1977.

LONDON
POLYTECHNIC OF THE SOUTH BANK
SCHOOL OF MANAGEMENT AND ADMINISTRATIVE STUDIES
SENIOR LECTURER/ LECTURER II IN MANAGEMENT (Ref. WM.121)
Applicants should be prepared to teach subjects of Management and Organisational Analysis, mainly to undergraduate B.A./B.Sc. courses, and other courses run by the Faculty of Administrative Studies. They will be expected to have experience in industry or commerce and a research capability will be an advantage.
Salary and points of appointment will depend on previous experience and will be within the scale £5,823 to £6,447 for a Senior Lecturer appointment.
Further particulars and application forms from the Staffing Officer, Polytechnic of the South Bank, Borough Road, London SE1 0AA. Tel. 01-928 8989.

THAMES
THE POLYTECHNIC
SCHOOL OF SOCIAL SCIENCES
HEAD OF DIVISION OF ECONOMICS
(PRINCIPAL LECTURER)
Applications are invited for the HEADSHIP of the Division in the School of Social Sciences. The successful candidate will be responsible for leading the teaching and the development of a highly qualified team of economists, behavioural scientists and statisticians as required.
Salary scale £6,654 to £7,356 (bar) to £8,292 per annum plus inclusive plus £777 London Award.
Further particulars and form of application may be obtained from Mrs. Pauline Jeffries, Thames Polytechnic, 5618 0297, to whom completed applications should be returned by 29 November, 1977.

# Colleges and Institutes of Technology

CO. WESTMEATH VOCATIONAL EDUCATION COMMITTEE
ATHLONE REGIONAL TECHNICAL COLLEGE
Applications are invited, from suitably qualified persons, for the following permanent whole time pensionable posts:—

LECTURER SCALE I
1. MATHEMATICS or ENGINEERING
(Preference may be given to candidates with computer experience.)

ASSISTANT LECTURER
1. ART.
(Preference may be given to candidates who have a background of graphics and design.)
2. AGRICULTURAL ENGINEERING or CIVIL ENGINEERING.
(With appropriate experience of farm buildings.)

Salary Scales.
Lecturer, Scale I, £5,020.00-£6,803.00.
Assistant Lecturer, £4,474.00-£6,273.00.
Children's allowances are payable where applicable.
The number of increments which may be awarded for previous suitable experience is normally a maximum of five.
Qualifications and Conditions of Service in accordance with Memo V 7 of the Department of Education.
Application forms and particulars of the posts are available from the Principal, Regional Technical College, Dublin Road, Athlone, Co. Westmeath, (Phone 0902 2547), with whom completed application forms should be lodged not later than 6.00 p.m., Wednesday, 7th December, 1977.
S. O. Lochlainn, C.E.O., Committee's Office, Bridge House, Salisbury Road, MULLINGAR, Ireland.

LOTHIAN REGIONAL COUNCIL
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY
LECTURER (A)
IN INDUSTRIAL DESIGN—DEPARTMENT OF DESIGN
(Re-advertisement)
Salary on Scale £3,885-£6,523 (Bar)-£7,006.
To assist with teaching programmes for the BSc Degree course in Industrial Design (Technology) and other design courses.
Applicants should possess a degree and/or equivalent professional qualifications and preferably have had industrial, research or teaching experience.
Further particulars and applications forms from:—
The Academic Registrar, Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT.

SOUTH EAST LONDON COLLEGE
selec
Vice-Principal
The College is in the lower half of Group 9. The post, which is available from May 1978 due to the retirement of the present holder, is one of three within the College and the salary is £10,143 plus £402 London Allowance.
Applicants should have had a wide experience of teaching in further education and of administration within a large college.

ilea
Application forms, returnable within two weeks of the date of this advertisement, and further particulars can be obtained from the Senior Administrative Officer, SELTEC, Lewisham Way, London, SE4 1UT.

LONDON
INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF PRINTING
Elephant & Castle, London SE1 6SB
Telephone 01-735 8451, ext. 297
DEPARTMENT OF BUSINESS STUDIES
LECTURER I (Full-time)
LIBRARIES
Applications are invited from suitably qualified candidates who can contribute to our courses at post work with Design and Photography students in particular. Candidates should be able to lecture on the interrelationship of the Arts and Society. The person appointed will also be required to play a part in our General Studies teaching programmes with other students who range from Apprentices to HND level.
Salary in accordance with the Burnham F.E. Report, on an incremental scale within the range £3,273 to £5,793 plus £405 Inner London Allowance and supplements of between £144 and £492.
Further particulars and application form (returnable by 1st December, 1977) from Miss Stafford, Senior Administrative Officer at the College.

TRAFFORD
Borough of
EDUCATION COMMITTEE
NORTH TRAFFORD COLLEGE OF FURTHER EDUCATION
Talbot Road, Stretford, Manchester M32 0XH
LECTURER I (Full-time)
LECTURER II (Temporary for two terms)
Both posts are for teachers of English as a foreign language and are required from January 1978. Experience of teaching English to overseas students or appropriate qualifications are essential.
Salary: Lecturer I £3,459 to £4,377. Lecturer II £3,279 to £5,493 plus £312 supplement.
Further particulars and application form may be obtained upon the receipt of a S.A.E. from the Principal to whom completed forms should be returned as soon as possible.

# Courses

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION
MA IN EDUCATION IN URBAN AREAS
The Institute offers a course intended to meet the needs of teachers, administrators and others of either sex or other suitably qualified candidates who have a particular interest in the provision of education in urban areas including inner cities.
The course extends over one calendar year full-time or two years part-time and is concerned with the crucial problems of providing education in areas of rapid change. Particular attention is paid to relationships between schools and the community, to the wider aspects of the curriculum and to the implications of recent selected issues from a pastoral perspective in an appropriate institutional setting. Course tutors include Philip Taylor, Curriculum Studies.
Candidates will be required to submit essays and reports of individual research or equivalent evidence of a topic related to their own interests.
Graduates and non-graduates with appropriate educational qualifications and experience should apply for admission in the first instance from Mrs. L. Lamont, Advanced Studies Secretariat, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL.

SURREY
THE UNIVERSITY
DEPARTMENT OF SOCIOLOGY
M.Sc. IN SOCIAL RESEARCH
Part-time
Applications are invited for the 1978/79 session for a course in Research Methods, to be held on Thursday afternoons during term-time. The course is designed for those who want graduate training in social research, but who are unable to attend full-time. It is intended for those from a wide variety of professional fields who need to undertake or evaluate research.
All students take courses in data analysis, research methods, quantitative theory and social policy, together with intensive courses on one major concern in sociology and social psychology. In addition students may select one of the following options:
Sociology of Education.
Social Services and Social Work Research.
Medical Sociology and Health Services Research.
Industrial Sociology.
Entry is open to graduates and, in exceptional circumstances, to mature non-graduates with professional training and relevant experience.
A leaflet describing the course and application forms are available from the Registry, University of Surrey, Guildford, Surrey GU2 5XH.
Closing date for applications, December 31, 1977.

ITALY
FLORENCE
Università Internazionale dell'Arte
March 28—April 6
Course on—Art History as visual tools—Study of form and analysis of artistic impression—Visual communication of art—Modern methods of restoration—Study of frescoes and restoration laboratory with practical analysis of works.
For all further details: U.I.A. Villa Torrebenni, Via Nizzoni 26 50139 Firenze—Italy.

## Colleges and Institutes of Higher Education

**Hull College of Higher Education**
Cottingham Road Hull HU6 7RT
Telephone (0482) 41461

### FACULTY OF DESIGN STUDIES

Applications are invited for the post of

### GRADE IV HEAD OF SCHOOL OF FINE ART

which falls vacant as a result of the retirement of the present holder.

The School has responsibility for the following courses:

BA Fine Art (CNAA Honours Degree)
Foundation Course
Community Arts Programme

It includes a section providing History of Art and Complementary Studies for its own courses and for courses in the School of Design.

The person appointed will be expected to have appropriate administrative ability, broad interests and a significant professional experience in Fine Art, and to be a person of vision in the field of fine arts in higher education.

Further particulars and forms of application may be obtained from Mrs. D. Liddell, Administrative Assistant (Personnel) at the above address.

This College is formed from an amalgamation of Colleges of Art Commerce Education Nautical Studies and Technology

**Hull College of Higher Education**
Cottingham Road Hull HU6 7RT
Telephone (0482) 41461

### FACULTY OF MARITIME AND ENGINEERING STUDIES

The Faculty has over 100 academic staff and over 1,200 full-time equivalent students. It currently provides a wide range of full-time and part-time courses to meet the requirements of Local and National industry, the Merchant Navy and Fishing Industries. The courses include Certificates of Competency as Master, Mate, Engineer and Radio Officer, Deck and Engineer Cadets; Technician and National Certificate courses in Mechanical and Electrical Engineering, full-time HND Engineering and OND Technology (Engineering). Staff are sought for the following posts:

**LECTURER I in NAUTICAL STUDIES**
**LECTURER I in MARINE ENGINEERING**
**SENIOR LECTURER in PRODUCTION ENGINEERING**
**SENIOR LECTURER in MARINE ENGINEERING**

For further particulars and application forms write to Mrs. D. Liddell at the above address, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

This College is formed from an amalgamation of Colleges of Art Commerce Education Nautical Studies and Technology

**Hull College of Higher Education**
Cottingham Road Hull HU6 7RT
Telephone (0482) 41461

### FACULTY OF TEACHER EDUCATION AND APPLIED SOCIAL STUDIES

### SCHOOL OF TEACHER EDUCATION

Applications are invited for the following posts, tenable from 1st January, 1978, or as soon as possible thereafter.

**Lecturer II/Senior Lecturer in EDUCATION**

Applicants should have recent experience of teaching in Primary, Junior or Middle schools, with particular interest in the developmental aspects of the teaching of Mathematics and Language. A qualification and interest in the field of Psychology or Child Development will be an advantage.

**Lecturer II/Senior Lecturer in MENTAL HANDICAP**

Applicants should have recent experience of teaching severely handicapped children. A degree in Psychology and/or experience of research in this field will be an advantage.

The School of Teacher Education has embarked on an extensive programme of course revision and development, aimed at CNAA validation for a full-time 4 year B.Ed., a full-time 2 year B.Ed. (post Dip H.E.), an in-service part-time B.Ed., and a full-time 1 year PGCE.

Further particulars and forms of application may be obtained from Mrs. D. Liddell, Administrative Assistant (Personnel) at the above address.

This College is formed from an amalgamation of Colleges of Art Common Education Nautical Studies and Technology

**THE NATIONAL INSTITUTE FOR HIGHER EDUCATION, LIMERICK, IRELAND**

The first phase of development of the riverside campus was officially opened this year. An extensive range of advanced facilities, provided as part of a World Bank project permits the expansion of existing activities. The current National Diploma, Pass and Honours Degree full-time programmes are being expanded and a variety of new post-graduate, undergraduate, post-graduate and post experience levels. The Institute is a designated body under The Higher Education Authority and a Recognised College of The National University of Ireland

### EUROPEAN STUDIES DEPARTMENT

### EUROPEAN STUDIES
### SENIOR LECTURER

Degree programme in European Studies commenced in 1972, and is primarily concerned with contemporary Europe with special reference to Ireland's manpower needs as a community member. Person appointed will have proven experience related to one major branch of contemporary European Studies, preferably oriented towards the EEC. Those with combined records of achievement, relevant practical experience and suitable advanced academic qualifications are invited to apply.

SALARY: Senior Lecturer £6561-£8328
Plus £160 pa/marriage and £70 pa/child allowances together with other benefits.

Application material available from the Personnel Office, The National Institute for Higher Education, Limerick, Ireland, to be completed and returned by Thursday, 8 December, 1977.

**The Roehampton Institute of Higher Education**

**WHITELANDS COLLEGE**
West Hill, London SW15 3SN

Appointment of

### CHAPLAIN

(Re-advertisement)

The College invites applications from persons with appropriate qualifications and experience for the post of Anglican Chaplain (currently vacant) at Whitelands College in the Roehampton Institute.

Details of the post, which is a full-time pastoral appointment without a teaching requirement, may be obtained from the Principal at the College.

Closing date for applications: 30 November, 1977.

**DERBY LONSDALE COLLEGE OF HIGHER EDUCATION**

### PART-TIME LECTURERS in KNITWEAR AND FASHION DESIGN

Applications are invited from designers with appropriate industrial and professional experience to teach final year College Diploma students for 10 hours weekly.

The remuneration for each post is £5.36 per hour and limited travelling expenses may be paid in approved circumstances.

Applications should be made in writing as soon as possible to the Staffing Officer (reference DP), Derby Lonsdale College of Higher Education, Redleson Road, Derby, DE3 1GR, giving the names and addresses of two referees.

**CANTERBURY**
**CHRIST CHURCH COLLEGE OF HIGHER EDUCATION**

Applications are invited for the post of LECTURER in DANCE to begin in August 1978 in the first instance from January, 1978, if as soon as possible after that date.

Applicants should have good academic qualifications in addition to considerable experience as a performer of dance as well as an active interest and qualifications in one or more of the following areas would be an advantage: aesthetics, history of art, dance, choreography, gymnastics. Dance is offered as a major component in B.Ed. and B.Ed. degrees and also for the professional courses in Movement Studies.

The salary will be in accordance with the scale £2,670-£5,805 (Lecturer II) plus supplementary payments.

Further details may be obtained from the Principal's secretary, Christ Church College, Canterbury, to whom applications should be returned as soon as possible.

**WINCHESTER**
**KING ALFRED'S COLLEGE**

Applications are invited for the post of CHAPLAIN to take effect from 1st April, 1978. This appointment will be for a three year period, subject to review.

Full board and accommodation are available. The salary is not jointly by the Central Board of Finance and the Winchester Diocese.

Further details may be obtained from the Principal. Closing date of applications—7th December, 1977.

Gwent college of higher education

## Lecturer II in Management

Salary: £3,591-£5,805 (subject to standard of work at £5,343) plus supplement of between £132 and £180 per annum.

Applicants for the above post should be graduates, preferably in Business Studies, with professional qualifications and experience in production or works management. The successful applicant should have a special interest in quantitative techniques and will be involved in teaching such techniques in a range of management and professional courses. The appointment is to commence in January, 1978, and the starting point on the salary scale will depend upon previous industrial and teaching experience.

For further details and application forms apply to: Dean of Administration Gwent College of Higher Education College Crescent CAERLEON, Gwent NP6 1XJ.

## Colleges and Departments of Art

**MERTON**
(London Borough of)
**WIMBLEDON SCHOOL of ART**

Applications are invited for the post of HEAD OF FOUNDATION DEPARTMENT (Ref. 3/78). Salary in accordance with current Burnham Regulations within the range £6,144 to £6,966 (plus £402 London allowance).

Further particulars and application forms are available from: The Registrar, Wimbledon School of Art, Merton Road, Wimbledon SW19 1EA. Telephone 01-540 0531. Within two weeks of the appearance of this advertisement.

## Personal

**POSTALOANS UNSECURED**

£50 to £1,500

RICHMOND INVESTMENTS LTD.
4 The Green, Richmond, Surrey
01-940 9855

**BUNGALOW**

Retirement home South Gower Beauty spot

Easy run 3/4 bed., 2/3 living, kitchen/breakfast. Level garden. 3 minutes Beach-Shops.

Freehold £26,750

Tel: Gower 248

## Administration

**THE BRITISH AMATEUR ATHLETIC BOARD**

seeks applications for the new post of

### GENERAL SECRETARY

at a starting salary in the region of

**£8,500 PER ANNUM**
(Subject to review)

To commence on 1st April, 1978, or as soon as possible thereafter. It is expected that the successful applicant will be in the age range 35-50.

Closing date for applications, 5th December, 1977.

Further information and application forms obtainable from the Clerk to the Board, British Amateur Athletic Board, 70 Brompton Road, Knightsbridge, London SW3 1EE.

**Manchester Polytechnic Students Union**
require an

### Administrative Officer
(Welfare)
(£4,347-£4,866)

The post, to commence on January 3rd, 1978, involves advising and researching on all aspects of student welfare. Applications, including details of experience and the names and addresses of two referees, should be sent to:

The General Manager
Manchester Poly S.U.
Cavendish House
All Saints
Manchester M15 6BG
by 24th November, 1977

Interviews will be held on Thursday, 1st December. Further details are available on request.

**HATFIELD**
**THE POLYTECHNIC**
**SENIOR COMMITTEE O**

This vacancy has arisen due to the promotion of the existing post-holder to a Polytechnic, for a 5-year initial term in the Central Administration. The appointee will be responsible to the Chief Administrative Officer and the Academic Registrar for the servicing of major committees of the Governing Body.

Applicants must have considerable experience in administrative capacity, preferably in a senior position in the field of Higher Education.

Salary Scale APT P to £5,714 per annum plus £ per cent Phase II payment.

Further details and application forms may be obtained from the Staffing Officer, Hatfield Polytechnic, P.O. Box 109, Hatfield, Herts AL10 9AB. Ref. No. 6818/77. Closing date 2nd December. Please quote ref. above.

## Librarians

**LANCHESTER POLYTECHNIC**
Coventry Rugby

### Polytechnic Librarian
Head of Department Grade V

To be responsible for a comprehensive range of developing library services concerned with the storage, retrieval and utilisation of book and non-book media and to be fully involved in the academic work of the Polytechnic.

Salary: £7395-£8271 plus £492 supplements per annum. (Subject to a maximum of £8680 per annum including supplements.)

Application forms and further particulars are available from The Director, Lanchester Polytechnic, Priory Street, Coventry CV1 5FB, returnable by 8th December, 1977.

**DORSET**
Headswitement

**DORSET INSTITUTE OF HIGHER EDUCATION**
Bournemouth and Weymouth

**ASSISTANT LIBRARIAN**
(III/II)

Required for the recently established Learning Resources Centre of the Institute at Bournemouth.

The main duties of the post include responsibility for the cataloguing section of the printed material at Bournemouth, assistance with reader service and supervision.

Candidates must be Chartered Librarians and have appropriate experience.

Salary (£5,550 rising by increments to £5,733 (inclusive of supplements).

Application forms returnable by 2nd December and further details from: Chief Administrative Officer, Dorset Institute of Higher Education, Wallisdown Road, Wallisdown, Poole BH12 5HH (Please quote post number).

**FOR OVERSEAS APPOINTMENTS**
**Please see Pages 2 and 14**



## Overseas

**KELVIN GROVE COLLEGE OF ADVANCED EDUCATION**
BRISBANE, AUSTRALIA

Kelvin Grove College of Advanced Education is an autonomous post-vocational college specialising in the preparation of pre-school, primary and secondary teachers. It offers a wide range of in-service courses for teachers which include a four-year degree programme from 1977. Student enrolment is approximately 2,300.

Applications are invited for the following positions:

**LECTURER/SENIOR LECTURER IN EDUCATION (2 positions)**
**Ref. Nos. 77/A/18 and 77/A/19**

Two vacancies will exist early in 1978 in the Department of Education. One will be in Philosophy of Education teaching at both pre-service and in-service levels. A senior lecturer would be expected to co-ordinate the work of a team of lecturers.

The other will relate to Curriculum Studies and in particular to classroom skills courses for secondary school oriented pre-service students.

Applicants should have high academic qualifications and successful teaching experience.

**LECTURER IN ART**
**Ref. No. 77/A/23**

A lecturer in Art subjects is required with experience and qualifications in the area of Art Education. Higher degree desirable, but not essential and a high level of competency in practical art is expected.

**LECTURER/SENIOR LECTURER IN HOME ECONOMICS**
**(Re-advertised) Ref. No. 77/A/24**

Appointee will contribute to teaching programmes in one or more of the following areas:

foods and nutrition; human ecology; home management and home economics education. Appropriate qualifications are a degree in Home Economics or in Home Economics Education, preferably at Master's level or higher.

**LECTURER IN PSYCHOLOGY**
**Ref. No. 77/A/25**

Applicants should have an appropriate higher degree in Psychology and/or Education and experience and expertise preferably in the following areas:

the functional application of the theories and research in Human Development of the Primary School Child; experience in diagnosing and remediating children's reading problems. (Expertise in teaching exceptional learners would be an additional advantage.)

**LECTURER/SENIOR LECTURER IN DANCE**
**(Re-advertised) Ref. No. 77/A/26**

To be responsible for planning and conducting practical classes in dance and lecturing in aspects of dance to students in the Associate Diploma of the Performing Arts (Dance) Course.

Applicants should have achieved professional distinction in the field of dance preferably in the area of contemporary dance. A background in ballet and/or dance education an advantage.

Salaries levels at present are:—

| | |
|---|---|
| Lecturer | $13,594-$19,382 per annum |
| Senior Lecturer | $19,974-$23,958 per annum |

Applications should be received within 21 days of this advertisement.

Application forms and further details are available from the Acting Registrar, Kelvin Grove College of Advanced Education, Victoria Park Road, Kelvin Grove, Brisbane, 4059, Australia. Telephone: 356 9311.

R.W. Brownlie, Acting Registrar.

## ENGLISH LANGUAGE TEACHING

THE BRITISH COUNCIL

### Overseas Career Service

The British Council, which has a responsibility for Britain's cultural and educational relations overseas, will have some vacancies in 1978. Staff can expect to work overseas for much of their careers in some of the 80 countries where the Council is represented.

Most joining the Overseas Career Service bring with them a wide variety of skills and experience and appointments are made with a view to eventual transfer to non-specialist managerial posts; promotion is on merit. The Council has a continuing need for a proportion of new staff with qualifications and experience in ELT, as well as in the other specialist subjects of interest to the Council: science, engineering and librarianship for example.

We should like to hear from you if you have not less than two years' experience in ELT, preferably overseas, and have a relevant postgraduate qualification. Fluent French or knowledge of a third language, Arabic for example, will be advantageous, but an essential requirement is the personal and managerial qualities which overseas representation demands.

Recently, most successful candidates for the Overseas Career Service have been between 25 and 32 years of age; older candidates, up to 40, will be considered if their experience is particularly relevant.

The initial salary is in the region of £4,900, possibly higher for particularly well-qualified candidates, and terms and conditions of service are in line with those of comparable organizations in the public sector: free accommodation and overseas allowances, including children's education allowances, are provided while overseas.

For further details and an application form, please write or telephone quoting (C13) to Staff Recruitment Department, The British Council, 55 Davies Street, London W1Y 2AA. Telephone 01-499 8011, ext. 3041.

MELBOURNE – AUSTRALIA

**Principal Lecturer or Senior Lecturer**
(Reference 77/89)

Communication Studies are taught within the School of General Studies in undergraduate degree and diploma courses. Specific areas covered include Interpersonal Communication, Mass Communication Theory, Communication Strategies and Innovation, Media Languages, Audio Visual Production, and Research in Communication. The Communication Studies section has already linked with Industry and Commerce and Educational Institutions and this liaison must be widened so that further collaboration can be achieved. It is expected that graduate courses, both formal and informal, will be developed.

Requirements:—

The position requires a person who:—

(a) is formally trained in the field of Communication with a background in the social and behavioural sciences (MA or PhD)
(b) has at least three years' experience in teaching at tertiary level
(c) has substantial practical experience in Communications (in consulting or similar roles) in areas such as Organizational Communication, Audio-Visual production, Applied Research in Communication, etc
(d) has proven administrative and leadership ability
(e) has an informed and wide outlook regarding the expanding field of Communication Studies, and an interest in areas such as Intercultural Communication, cultural studies, etc.

Date of Availability:—

The position will be vacant as from February, 1978.

**Salary within the range A$21,545 to A$24,012 per annum.**

Further inquiries:—

Inquiries regarding the position can be made to the Staff Officer, with whom applications close on January 16, 1978.

CAULFIELD INSTITUTE OF TECHNOLOGY
900 DANDENONG ROAD
CAULFIELD EAST
VICTORIA 3145
AUSTRALIA

## ANNOUNCEMENT

### Promulgation of vacancies on the Teaching Staff of the Centre of Translation and Interpretation in Corfu, Greece

By decision of the Minister of National Education and Religion, the following three (3) instructors' positions of Branch 2 and Salary Scale 5 are to be filled through selection:

1. One position for an instructor whose mother tongue is English.
2. One position for an instructor whose mother tongue is French.
3. One position for an instructor whose mother tongue is German.

Applications and all necessary documents should be submitted to the Directorate of Personnel, General Directorate of Vocational Education, of this Ministry within 30 days from the publication of this announcement in the daily newspapers.

For any information please apply to:

Mr. N. Diakostergiou
Ministry of National Education and Religion
15 Metropoleos Street
4th Floor, Office No. 407
Athens, Greece
Telephone No. 32 25 183

## General Vacancies

TECHNICIAN EDUCATION COUNCIL

*Advisory Officer for*

### ART AND DESIGN

Applicants are invited for this challenging new post, which is being created following the Council's assumption of responsibility for national validation of vocational courses in Art and Design below degree level. The successful candidate will lead a team of staff being formed to undertake this major development. Applicants must have relevant knowledge and experience either as a designer or in education.

The salary scale is related to that for Grade IV Heads of Departments plus Central London allowance, plus Phase I and Phase II supplements (£7,650–£8,526 p.a.). Starting salary will depend on previous experience and qualifications. Further particulars of the appointment can be obtained from the Chief Officer, (ref AD) Technician Education Council, 76 Portland Place, London, W1N 4AA. *Closing date for applications: Thursday, 22nd December.*

THE ROYAL BELFAST ACADEMICAL INSTITUTION
(founded 1810)

The Board of Governors invites applications for the position of

### PRINCIPAL

which will become vacant in the summer of 1978 on the retirement of Mr. S. V. Paskell, M.A.

Particulars of the School will be found in the Public Schools Year Book and details of the appointment may be obtained from the Secretary to the Governors, to whom applications should be forwarded.

L. F. Washbrook, I.P.F.A.
Secretary to the Board of Governors
College Square East
Belfast BT1 6DL

## Announcement

**Political Studies Association**
**Social Science Research Council**

### POSTGRADUATE CONFERENCE IN POLITICS

The P.S.A. and S.S.R.C. are jointly sponsoring a conference at the London School of Economics, December 15-17, 1977, for first year research students. Applications from other graduate students in politics will be welcomed. Costs £15.50 with accommodation, £10.50 without. Travel reimbursable for S.S.R.C. research students.

Speakers include Jay Blumler, Robert Dowse, Lawrence Freedman, Steven Lukes, Geraint Parry, Richard Rose and Jim Sharpe.

Discussion groups will cover practical research problems including survey and interview techniques, the use of historical documents and study abroad.

Further details and application forms from Peter Dawson, L.S.E., London WC2A 2AE.

## Universities continued

**ULSTER: The New University**
**SCHOOL OF SOCIAL SCIENCES**

### LECTURESHIP IN ECONOMICS

Applications are invited for a full-time Lectureship which is available from 1st January, 1978, or a date to be arranged. Candidates should have a good honours degree in Economics, Accounting, Business Administration or cognate subject. An ability to teach theoretical courses in Economics and Accounting would be an advantage.

Salary: £9,333-£8,655 per annum (with FSSU/USS).

Further particulars may be obtained from The Registrar, The New University of Ulster, Coleraine, Northern Ireland BT52 1SA (quoting Ref. 77/181), to whom applications including a curriculum vitae and names and addresses of three referees should be sent not later than 5th December, 1977.

## Administration

**LUTON**
**ADMINISTRATIVE ASSISTANT**

Salary Scale £3,825 to £4,995 plus pay supplements of £312 and 5 per cent per annum.

The Local Government Training Board is seeking an Administrative Assistant to head a section of the examinations department concerned with examinations for the local government service, the Diploma in Careers Guidance, Diploma in Training Standards and the Certificate and Diploma in Management Studies.

Preference will be given to applicants having experience in examinations, administration, supervision or a degree or professional qualification would be an advantage.

The post will be subject to local government conditions of service and superannuation.

For further details and an application form please apply to: The Personnel Assistant, Local Government Training Board, 3 The Arndale Centre, Luton, Beds LU1 2TS.

Closing date for return of completed application forms 16th December, 1977.

## Classified Advertisements

To advertise in The THES phone Lorraine Williams 01-837 1234 Extn 575

**THE TIMES Higher Education SUPPLEMENT**
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